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ABSTRACT

Diverse information is compiled to begin to address the question of how well students in Alaska are achieving. In 1987, each of the 55 districts in Alaska submitted results of its standardized testing program for Reading, Reading Comprehension, Mathematics, Mathematics Problem Solving, and Language Arts for the three school years from 1984-85 through 1986-87. Results were combined with information describing the students of each district, the nature of the school, the classroom environment, and characteristics of the testing program. State-wide results and the 55 individual school district profiles developed are included in this report. Each district description is supplemented with graphs to illustrate trends in the period. Seven major tests are used in Alaska in the various districts, they include the: (1) California Achievement Tests; (2) Comprehensive Test of Basic Skills; (3) Iowa Test of Basic Skills/Test of Achievement and Proficiency; (4) Metropolitan Achievement Test; (5) Science Research Associates (SRA) Achievement Series; (6) SRA Survey of Basic Skills; and (7) Stanford Achievement Test. Because of this diversity, it is not appropriate to compare one district with another. With enrollment levels in the 55 districts at 98,319 in 1985, 102,756 in 1986, and 101,877 in 1987, Alaskan students scored consistently higher than the national average in almost every area for the three years studied. (SLD)

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Basic Skills

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Test Results

of

for 1984-85;

Alaska's

1985-86; and

Students

1986-87

TM 012 224

A MESSAGE FROM THE COMMISSIONER OF EDUCATION

Alaska's educational system has experienced a great deal of support from the Alaska Legislature and the citizens of Alaska for many decades. Along with this support has come a corresponding, growing demand for accountability from our schools. Elected officials, parents, the business community and public policy makers want a better idea of the results of the expenditure of public funds into public education. In other words they want to know just how good the education is that their children are getting.

This report is a first step in addressing the question of how well Alaska's students are achieving. The report is published at the request of the State Legislature which directed the Department of Education to collect assessment data from each of Alaska's 55 school districts.

In the fall of 1987, each of Alaska's 55 school districts submitted the results of its standardized testing program to the Department of Education. Each district was asked to send results in the academic areas of Reading, Reading Comprehension, Mathematics, Mathematics Problem Solving, and Language Arts for the time period including 1984-85, 1985-86, and 1986-87.

These results were combined with information describing the nature of students enrolled in each district, the nature of the school and classroom environment, and the characteristics of the testing program in each district to form 55 individual school district profiles.

These profiles are included in this report. To my knowledge, this is the first time that such a diverse set of information which describes education at the district level has been compiled and disseminated.

The tests administered by Alaska's school districts were developed by reputable national test publishers. The test results show important trends in basic skills achievement for each district. However, the test results included in this report are only a small, but important, sampling of all the skills and knowledges taught in Alaska's schools. Many important areas were not included. An indepth, thorough evaluation or comparison of the results should include other kinds of information as well as the information in this report.

I encourage persons desiring more detailed information about a specific district's performance to contact that district directly. Each school district has more detailed information about the results of its testing program and can interpret the results in terms of its own local goals and priorities.

This report is divided into three sections:

Section 1, Report Description, provides a detailed explanation of the information that is included in this report.

Section 2, Statewide Results, presents the aggregated test results.

Section 3, District Results, presents 55 individual district profiles.

I believe there are four major points to be concluded from the report:

1. Over the three year period, the performance of Alaska's students on average has been consistently higher than the national average.

2. The most appropriate use of the information is to look at trends within districts over time. Because of the wide variation in local testing practice and the differences in tests used across the State, it is inappropriate to compare one district to another. For these same reasons comparing a district's scores with the State average can be equally misleading.

3. Within districts, the trends in student performance has varied. Some districts' scores were consistently high over time while others were consistently low. It appears that scores are lower when there is a high concentration of students whose families are poor and who live in homes where English is a second language.

4. More information is needed to adequately address the question of educational quality in Alaska.

Recently, the State Board of Education began the process of addressing point number 4 by directing the Department of Education:

1. To select a standardized test to be administered statewide in 1989-90

2. To collect information from recent high school graduates to determine their opinions about their high school experiences and to determine their level of high school success

3. To design and implement a system for collecting student dropout information

This report could not have been produced without the help and support of a great many persons. I thank Department of Education staff who produced this report with limited resources. In particular, I thank Robert Silverman who directed this project. I especially appreciate the cooperation and assistance of district staff who compiled the information requested by the Department.

Finally, I thank members of the Commissioner's Study Group on Measuring Student Progress and the Department of Education's Student Assessment Technical Advisory Group who provided much guidance and insight as we prepared this report. Participants in this group are identified in the acknowledgement section of this report.

It is my hope that citizens and policy makers recognize the strengths revealed in this report and take steps to replicate successful programs and practices where appropriate. It is also my hope that as we recognize the weaknesses we take the additional steps to do something about the problems: To work together, agree upon strategies and take the necessary action to build stronger, more effective schools.

I am eager to play a role in that necessary effort.

Sincerely,



ACKNOWLEDGMENTS

The Alaska State Department of Education greatly appreciates the advice and wisdom of the members of the Commissioner's Study Group on Measuring Student Progress and the Department of Education's Student Assessment Technical Advisory Group. The members of these two groups were instrumental in the design of this report.

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SECTION 1

REPORT DESCRIPTION

This section of the report provides background information to assist the reader in understanding why the report was prepared and on what information the report is based.

Why was this report prepared?

The Alaska Legislature included "intent language" as part of the Alaska Department of Education's Fiscal Year 1988 operating budget.

The Intent Language

It is the intent of the legislature that the assessment program use (school) district's existing test methods and accumulate results at DOE (Department of Education). DOE will require all districts to use assessment tests if not already doing so. DOE will also require all districts to report prior years' test data so the legislature can evaluate trends in test results and not one year's information. DOE will report to the Legislature on the results of this program, and what steps will be taken by this office to address the problems identified by the assessment program.

This report was prepared to respond to the legislative request.

What period of time is included in this report?

Whenever possible, information was collected for a three year time period: 1984-85, 1985-86, and 1986-87. In some instances information in this report is shown for only one or two years because data for all three years was not available.

Do all Alaskan school districts test their students?

Yes, a variety of tests are used in Alaska, including tests created by teachers to assess specific objectives they are teaching, college entrance examinations like the American College Testing Program (ACT) and the Scholastic Aptitude Test (SAT), and career interest inventories.

All districts also administer standardized basic skills achievement tests on an annual basis. As these tests provide readily accessible and similar kinds of information statewide, they were selected as the most appropriate source of information for responding to the Legislature.

What is a standardized achievement test?

A standardized test is one that has been administered using specific directions under specific conditions to a representative group of students from across the country. Scores resulting from the standardized testing provide the norms that permit test users to compare the performance of a particular student or groups of students with that of a national group of students at the same grade level. It is assumed that all students who take a standardized test will be given it under the same administration conditions that were used when the original norm group was tested.

Standardized achievement tests are designed to measure a wide array of basic skills at various grade levels. They are developed after reviews of state and local curriculums and textbooks in use across the country.

Do all of Alaska's school districts use the same test?

No. Seven major tests are used in Alaska. These tests are:

California Achievement Test
Comprehensive Test of Basic Skills
Iowa Test of Basic Skill/Test of Achievement and Proficiency
Metropolitan Achievement Test
SRA Achievement Series
SRA Survey of Basic Skill
Stanford Achievement Test

Why are there a variety of tests in use in Alaska?

Districts select or continue to use a test series for three kinds of reasons: practical, technical, and alignment.

Practical reasons: Tests differ in their format, administration procedures, costs and publisher's services. Districts often continue to use a test series over time to maintain a long term data base and because they are satisfied with the level of service they are receiving from a testing company.

Technical reasons: Tests differ in the composition of their norming group. For example, some tests are normed in predominantly urban settings, while other tests can provide separate norms for specific subgroups of students. Districts review the characteristics of the norming group and the kinds of normative data that are available in choosing their tests.

Alignment reasons: There are differences in content emphasis among the various standardized achievement tests. Districts review the items and objectives of tests to determine how well the content and emphasis of the tests match the content and emphasis of their local curriculum.

What are the kinds of skills that are tested on standardized achievement tests?

Standardized tests typically assess student performance in the basic skill areas of reading, mathematics and language arts. These areas are often considered to be the tools of learning. Often these general areas are broken down further into subskill areas like reading comprehension and mathematics problem solving.

Reading tests often include *vocabulary* items that ask students to choose the correct word from a list of words and *reading comprehension* items that ask students to read a paragraph and then answer questions about what they have read. In primary grades, *reading* tests often include items which ask students to listen to two words and tell whether they are the same or different and to find letters of the alphabet.

Mathematics tests often include *computation* items which ask students to add, subtract, multiply or divide numbers; items which test how well students understand the number system and the terms used in mathematics (*concepts*), for example, asking students which of four numbers is not a prime number; and items which ask students to read a short story problem and choose the

correct answer (*problem solving*).

Language Arts tests often include *spelling* items that ask students to choose words that are misspelled; *capitalization* items that ask students to identify words that should be capitalized; *punctuation* items that assess students' ability to use commas, question marks, periods, etc.; and *usage* items which ask students to demonstrate their skills in using pronouns, verbs, adjectives, etc.

While reading, mathematics and language arts are the general areas most often tested, each standardized test takes a different approach to what specific objectives should be tested, how many items should be included, and what grades should be tested with the same test.

How accurate are standardized tests? Are they culturally biased?

Test publishers devote a large amount of resources to the preparation of their standardized tests. Usually the tests provide highly reliable results and are based on a careful scrutiny of basic skills curriculum across the country.

Standardized tests are less accurate for students within an age/grade grouping whose performance is either very high or very low. For these groups of students, test results are less reliable.

Although standardized tests receive much scrutiny during their development, not all questions on the tests will be equally fair to all students. For example, a test which uses pictures of school buses and sky-scrapers will be less familiar to students in rural Alaska than to students in urban areas in Alaska.

Standardized basic skills tests are generally considered to be the fairest and most accurate measure of student performance in the areas of reading, mathematics and language arts that are currently available.

What kinds of scores result from standardized testing?

A variety of scores are available from testing companies. Two types of scores were selected for this report: average score in percentiles and percent of students scoring above and below the national 50th percentile.

Percentile scores represent the percentage of students in the norm group who got a raw score equivalent to that particular percentile rank. If a student's or group of students' percentile rank is 34, it means that the student or group of students scored higher than 34% of the students in the norming group who originally took the test. The 50th percentile is considered to be the "average" score since by definition one-half of the students in the national norming group scored above and below that percentile.

The *percent of students scoring above and below the national 50th percentile* is the proportion of the students in a grade or group of grades whose percentile scores were either higher or lower than the 50th percentile. In a group of 100 students if 30 scored higher than the 50th percentile and 70 scored lower, the percent above would be 30% and the percent below would be 70%. Percentages above and below which are close to 50 are considered to be "average."

Does the fact that there are seven tests in use in Alaska make any difference to this report?

Because of the wide mix of tests in use, it is not appropriate to compare one district's scores with those of another district. The content of the tests differ, the norming groups differ, and the conditions under which the tests were administered may differ.

Statewide averages are based on the aggregation of the local test information. There are inaccuracies in the statewide averages due to the different testing practices used across the state. It is not appropriate to compare a district with the state average for this reason.

What is the major strength of this report?

The major strength of this report is the individual district profiles that are reported covering the years 1984-85, 1985-86, and 1986-87.

What are the future plans for student assessment?

The Alaska State Board of Education has reviewed the major elements of this year's report and has directed the Department of Education to take action to address the limitations found this year.

The Board has directed the Department to work with local school district personnel to identify a standardized test that will be administered during the 1989-90 school year. For the interim, the Board has directed the Department to collect local test information for the 1987-88 school year. For the 1988-89 school year, the Board also has directed the Department to conduct a follow-up study of recent high school graduates and to design a system for the accurate collection of student drop-out information.

What is included in the remainder of this report?

The next section of the report focuses on the statewide results from this year's assessment activities. Included is a description of what is included in the State profile and trend data for the time period 1984-85, 1985-86 and 1986-87.

The final section of this report includes district profiles from each of Alaska's 55 school districts and a description of what is included in each profile.

SECTION 2

STATEWIDE RESULTS

This section of the report describes the elements that are included in the state profile and displays statewide aggregate results in the basic skill areas of Reading, Reading Comprehension, Mathematics, Mathematics Problem Solving and Language Arts for the years 1984-85, 1985-86, and 1986-87.

What are the parts of the state profile?

The state profile appears on the next three pages of this section of the report. The first page is divided into five sections:

The Students: Some important characteristics of Alaska's public school students are described here.

The Classroom: Some characteristics of teachers across the State are described here.

Graduation requirements: The minimum number of credits required for graduation from high school as specified by 4 AAC 06.075 is included here.

Basic Skills Assessment: Tests in use in Alaska and any unusual testing conditions are identified here.

Assessment Results: A description of the information that is included in the two figures which portray basic skill performance in Alaska is included here.

The last page of this report is a Glossary which describes in more detail each characteristic and identifies the source of the information.

The second page, called Figure 1, shows the trends in the average statewide scores from 1985 to 1987.

The third page, called Figure 2, displays the percentage of students who scored above and below the national 50th percentile in 1984-85; 1985-86 and 1986-87.

In both Figures 1 and 2, individual grades are grouped into 4 categories:

Early Elementary (K-3)
Intermediate (4-6)
Junior High (7-8)
High School (9-12)

Are the State averages based on the performance of all Alaskan students?

No. Not all districts test all grades and not all tests include every subject area. For example, in 1987 fewer than 20% of students in grades K and 12 were tested; for all three years fewer than 35% of students in grades 9-12 were tested in mathematics problem solving; and in no grade were more than 50% of students tested in the area of reading in any of the three years as the ITBS/TAP tests Reading Comprehension rather than Reading.

Over the three year period, the most complete data available were for the grades 3, 6 and 8 in the subject areas of reading comprehension, language arts and mathematics. For these grades and subjects, test results were available for more than 85% of students enrolled in Alaska's 55 school districts.

How well did Alaska's students perform compared to students nationally?

On the average, Alaskan students for whom there were test results in 1984-85; 1985-86 and 1986-87 scored consistently higher than the national average in almost every area. Of the 60 possible comparisons, Alaska students scores were greater than the national average in 57 instances.

Is the basic skills performance of Alaska's students consistent across all 55 Alaskan school districts?

No. A review of the profiles included in Section 3 of this report shows that in some districts test scores are consistently high, others are consistently low and still others have fluctuated.

STATE OF ALASKA: NARRATIVE PROFILE

THE STUDENTS

In 1987, enrollment in Alaska's 55 school districts was 101,877, down from 102,756 in 1986, but up from 98,319 in 1985.

Over the three year period the percentage of new students entering school districts across the State was approximately 16%.

In 1987, 20% of Alaska's students qualified for free and reduced lunches. In 1986, 18% qualified. In 1985, 17% qualified. Over the three year period, 11 school districts in Alaska did not participate in the federal government's free and reduced lunch program.

The following percentages of students enrolled in Alaska's 55 school districts were bilingual:

1987	11%
1986	10%
1985	7%

In 1987, 12% of Alaska's students qualified for special education programs. In 1986, 11% qualified.

THE CLASSROOM

In 1987, there were 6,625 teachers in Alaska, 6,115 of whom were White, 152 were Black, 60 were Hispanic, 81 were Asian or Pacific Islander, 56 were American Indian and 161 were Alaska Native. 1,612 of Alaska's teachers held advanced degrees.

5,529 of Alaska's teachers had been teaching for more than 4 years. The average teacher salary in 1987 was \$38,908.

GRADUATION REQUIREMENTS

The graduation requirements in Alaska are as follows (in credits):

Language Arts	4.0
Health/Physical Ed.	1.0
Mathematics	2.0
Science	2.0
Social Studies	3.0
Electives	9.0
TOTAL	21.0

BASIC SKILLS ASSESSMENT

Over the three year period 7 different standardized tests have been used by Alaska's school districts. The approximate percentage of students enrolled in the 55 districts for whom there were test results in 1987, 1986 and 1985 varied by grade and subject area. Approximately 66% of students enrolled in 1987 were tested; 72% in 1986 and 70% in 1985.

Over the three year period, the following special testing conditions were reported:

- 26 districts excluded some students from testing.
- Districts used both old and new editions of tests
- Eleven districts tested outside of the dates recommended by test publishers
- Not all grades were tested by all districts

Not all subjects were tested by all districts
23 districts had either incomplete or incorrect data
31 districts changed tests over the three year period

Tests were scored by the test publisher in 49 districts, by district staff in 4 districts and by an independent contractor in 2 districts.

Results were routinely reported to the following groups:

Teachers	55 districts
Parents	54 districts
Principals	52 districts
School Boards	50 districts
Students	37 districts
Community	23 districts
Media	15 districts

ASSESSMENT RESULTS

Figures 1 and 2 display the results of the basic skills testing in Reading, Reading Comprehension, Mathematics, Mathematics Problem Solving, and Language Arts.

Figure 1 shows the trends in the average scores from 1985 to 1987. Figure 2 displays the percentage of students scoring above and below the 50th percentile over the three year period.

Figure 1 is based on a larger group than Figure 2 as more data were available on average scores than for percent of students scoring above and below the 50th percentile.

FIGURE ONE
STATE OF ALASKA
TRENDS IN BASIC SKILLS: PERCENTILE OF AVERAGE SCORES

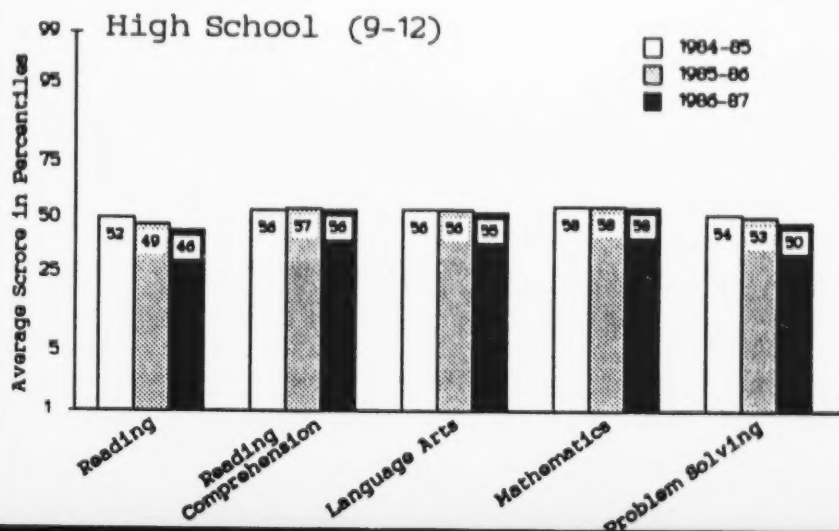
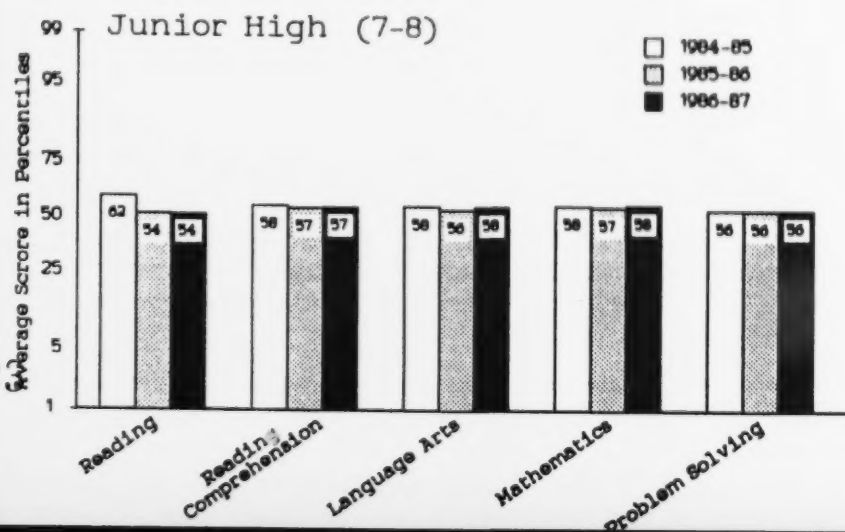
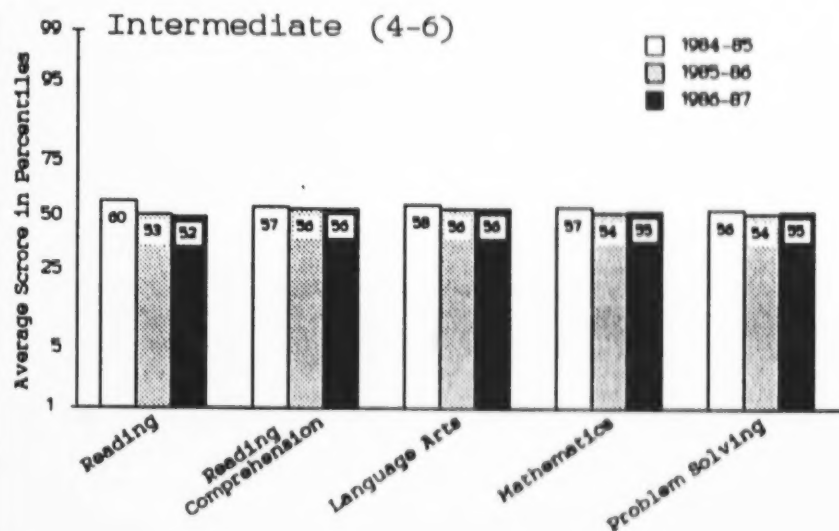
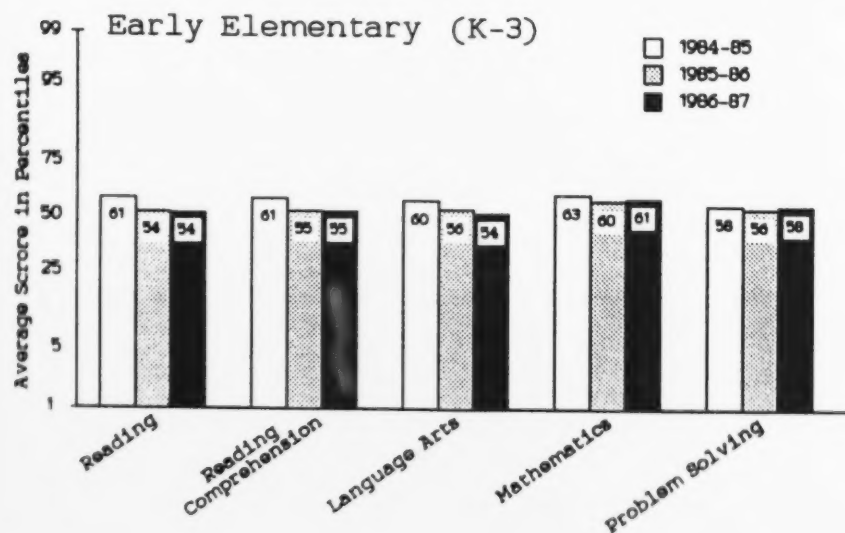
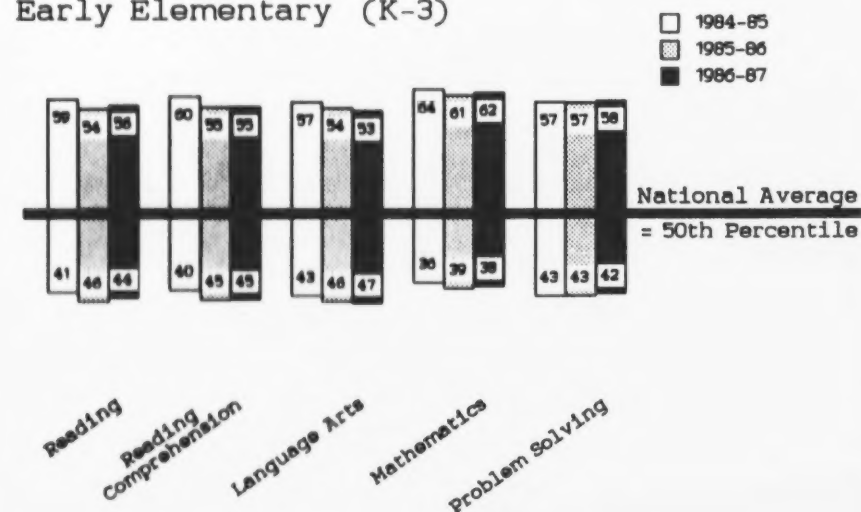
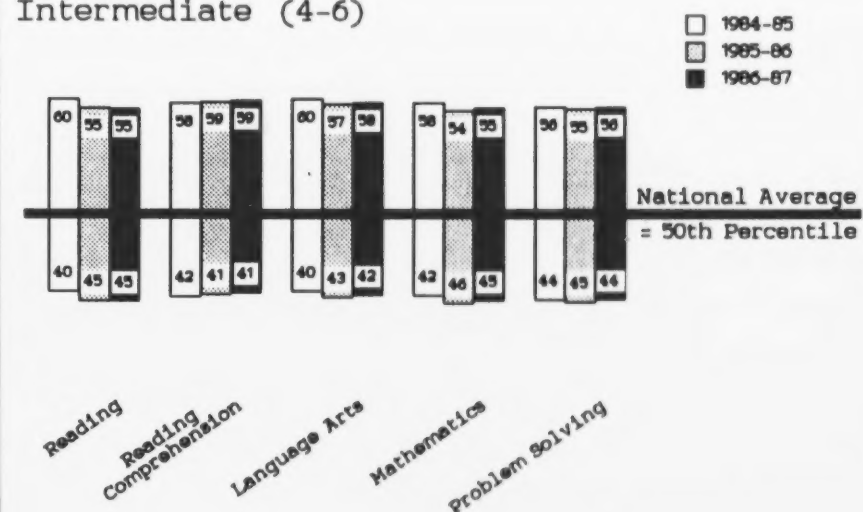


FIGURE TWO
STATE OF ALASKA
PERCENTAGES OF STUDENTS SCORING ABOVE AND BELOW THE NATIONAL 50th PERCENTILE

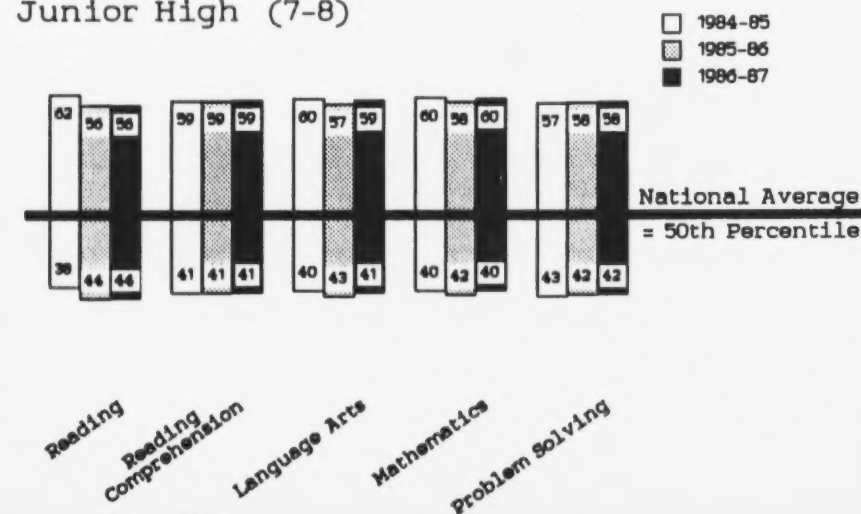
Early Elementary (K-3)



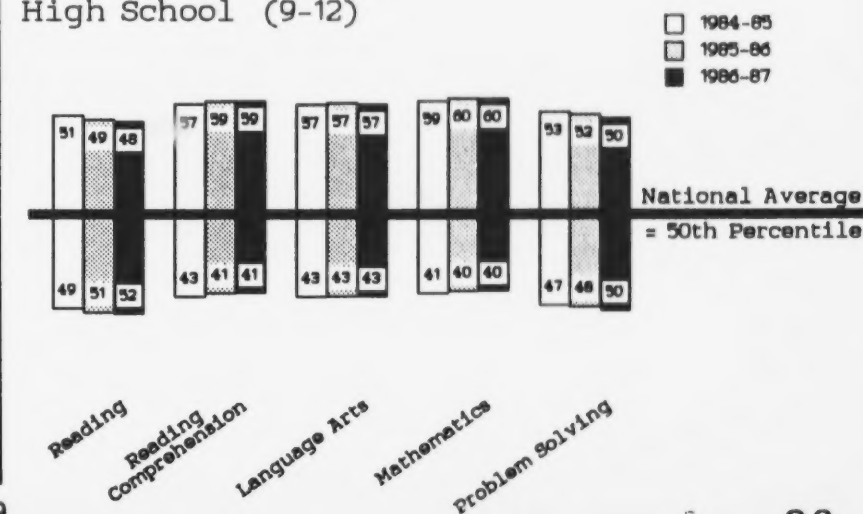
Intermediate (4-6)



Junior High (7-8)



High School (9-12)



SECTION 3

INDIVIDUAL DISTRICT PROFILES

This section of the report describes the elements that are included in each district's profile and includes an individual profile for each of Alaska's 55 school districts.

The information contained in each district's profile is for the years 1986-87, 1985-86, and 1985-84 only. Some information was not available for all three years and, as a result, is not included in the profiles.

What are the parts of the district profiles?

Each district profile is comprised of two or three pages, depending upon the availability of information for that district. All districts have the first two pages of the profile.

The first page is divided into five sections:

The Students: Some important characteristics of Alaska's public school students are described here. These characteristics include:

- Student enrollment
- Percent of enrollment who were new students
- Percent of enrollment who qualified for free and reduced lunches
- Percent of enrollment who were bilingual
- Percent of enrollment who qualified for special education programs

The Classroom: Some characteristics of each district and its teachers are described here. These characteristics include:

- The number of attendance areas
- District geographic size
- Ethnicity of teachers
- Number of teachers holding advance degrees
- Number of teachers teaching for more than 4 years
- Average teacher salary

Graduation requirements: The number of credits required for graduation from high school in each school district is included here.

Basic Skills Assessment: Tests used by each district and any unusual testing conditions are identified here. Also described are the percentage of students tested each year, who scored the tests, and to whom the results of the testing were reported.

Assessment Results: A description of the information that is and is not included in the two figures which portray basic skill performance in Alaska is included here.

The last page of this report is a Glossary which describes in more detail each characteristic and identifies the source of the information.

The second page, called Figure 1, shows the trends in the average statewide scores from 1985 to 1987 for the basic skill areas of Reading, Reading Comprehension, Mathematics, Mathematics Problem Solving and Language Arts.

The third page, called Figure 2, displays the percentage of students who scored above and below the national 50th percentile in each basic skill area for the years 1984-85; 1985-86 and 1986-87. These results were not universally available for all 55 school districts.

In both Figures 1 and 2, individual grades are grouped into 4 categories:

- Early Elementary (K-3)
- Intermediate (4-6)
- Junior High (7-8)
- High School (9-12)

Are the individual district averages based on the performance of all students enrolled in the district?

No. The percentage of students who were tested varies from district to district. In each profile the percentage of students enrolled who were tested is identified.

Some districts changed to a newer edition of the same test series. Does that make any difference in their scores?

Yes, district scores are likely to drop after a new edition of a test is administered. Newer editions of tests are more difficult than earlier editions. In the last 10 years there have been great increases in the basic skill achievement of students nationally. Test series that have been renormed in the past few years have captured these increases in achievement. The result is that their norms are more difficult. With the new norms, a student or group of students must obtain a higher raw score now to maintain the same percentile rank as before.

Put another way, students tested with a new test edition for the first time this year will be compared to a national group of students who were recently tested. Last year this same group of students was compared to a group of students tested 8-10 years ago.

Why weren't all test results included for all districts even though they tested in each year?

When a district changed test *series* over the three year period only the most recent scores were included. Standardized tests are not all the same. They differ in many important ways. Because the goal of the profiles was to track trends in achievement over the three year period, a common measure was required. Scores from different testing series did not provide that common measure.

Are the test results equally accurate for all school districts?

A complete answer to this question is not possible without knowing more about the testing conditions within each district. For example, student motivation and attitude toward the test certainly will affect the test's accuracy.

Some districts have small numbers of students enrolled and consequently small numbers of students who were tested. As a result, district averages can be greatly affected by extremely high or low scores obtained by a few students. Also, the shift of a few students in either direction from the 50th percentile will greatly affect the percentages.

To partially deal with the inaccuracies that result from smallness, grades were grouped into 4 categories (K-3, 4-6, 7-8, and 9-12). Also, looking at trends over time, rather than a single year in isolation should give some indication if the results are stable.

ADAK REGION SCHOOLS

THE STUDENTS

In 1987, Adak's total enrollment was 589, down from 593 in 1986 but up from 527 in 1985.

Over the three year period the percentage of new students entering the district each year was approximately 51%.

In 1987, 13% of Adak's students qualified for free and reduced lunches. In 1986, 20% qualified and in 1985, 17% qualified.

Over the three year period Adak had the following percentages of its enrollment who were bilingual:

1987	3%
1986	3%
1985	2%

In 1987, 6% of Adak's students qualified for special education programs. In 1986, 8% qualified.

THE CLASSROOM

There are 2 attendance areas in Adak, covering a geographic area of 1348 square miles. In 1987, there were 44 teachers in the district, all of whom were White. 11 of Adak's teachers held advanced degrees.

29 of Adak's teachers had been teaching for more than 4 years. The average teacher salary in 1987 was \$38,555.

GRADUATION REQUIREMENTS

The graduation requirements in Adak are as follows (in credits):

Language Arts	4.0
Health	0.5
Mathematics	3.0
Physical Education	0.5
Science	3.0
Social Studies	3.0
Electives	10.0
TOTAL	24.0

BASIC SKILLS ASSESSMENT

Adak used the 1985 edition of the SRA Survey of Basic Skills in 1986 and in 1987, administering the test in April each year. In 1985, Adak used the 1978 SRA Achievement Series. The approximate percentage of students enrolled in the district for whom there were test results in 1987, 1986 and 1985 was 88%, 85%, and 30% respectively.

In 1987, students enrolled in the district for less than two months (13 students) and students in kindergarten were not tested. In 1986 students in kindergarten and in grade 12 were not tested. Over the three year period no unusual test administration procedures were used.

Tests were scored by the test publisher and the results routinely reported to students, parents, teachers, principals, and the school board.

ASSESSMENT RESULTS

Figures 1 and 2 display the results of the basic skills testing in Reading, Reading Comprehension, Mathematics, Mathematics Problem Solving, and Language Arts.

Figure 1 shows the trends in the average scores from 1986 to 1987. Results from testing in 1985 are not included as they are based on a different test.

Figure 2 displays the percentage of students who scored above and below the 50th percentile in 1986 and 1987. Like Figure 1, Figure 2 does not include the results from 1985.

FIGURE ONE
ADAK REGION SCHOOL DISTRICT
TRENDS IN BASIC SKILLS: PERCENTILE OF AVERAGE SCORES

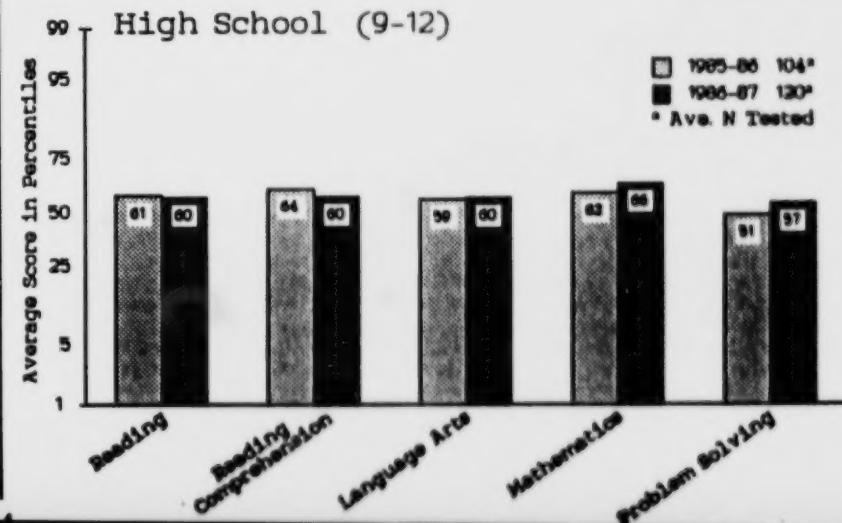
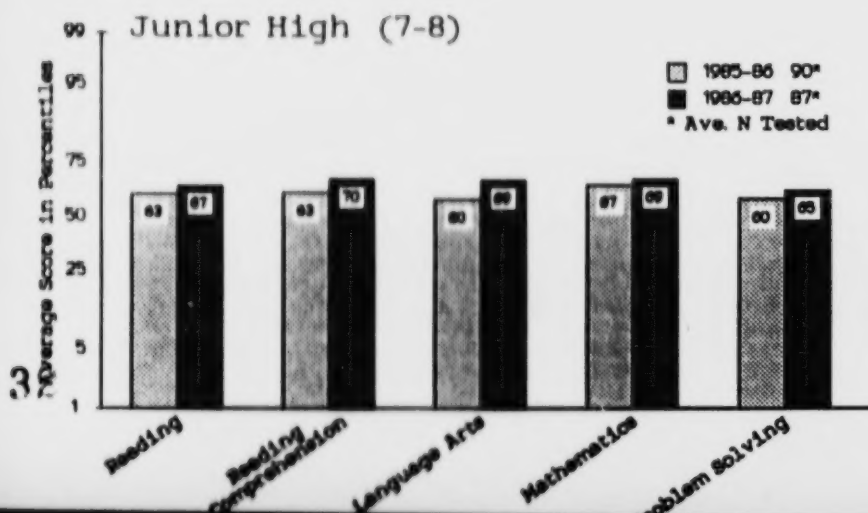
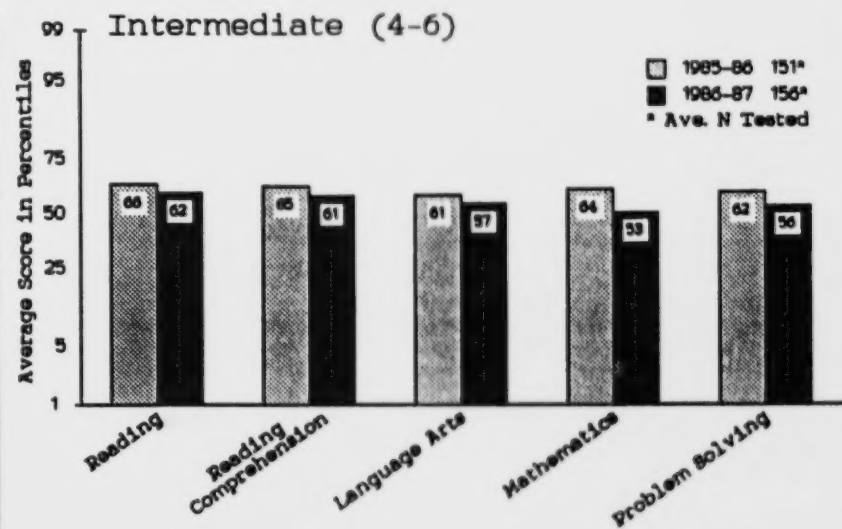
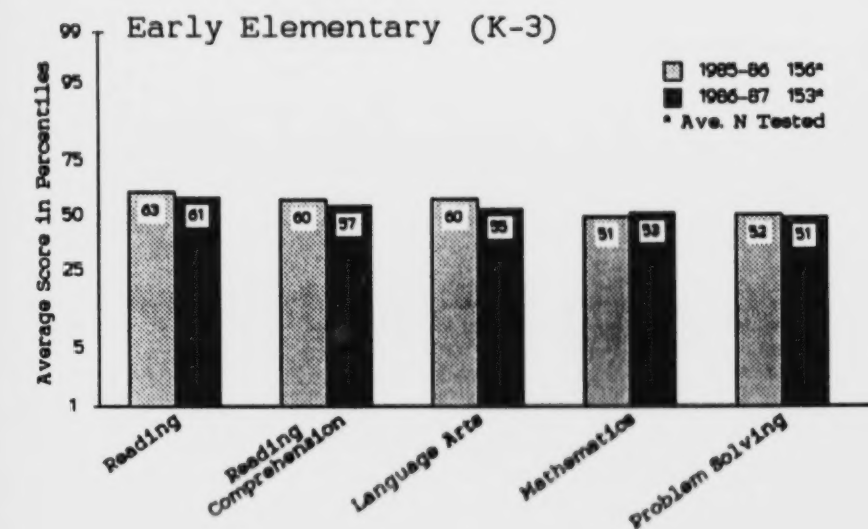
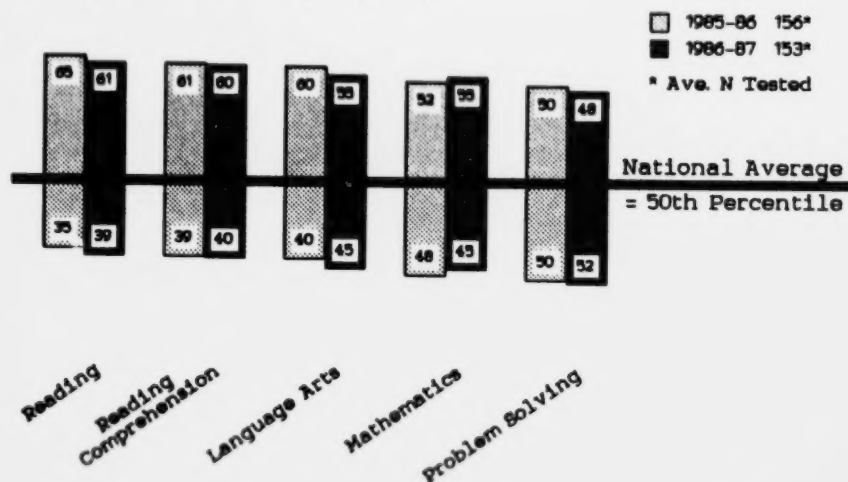
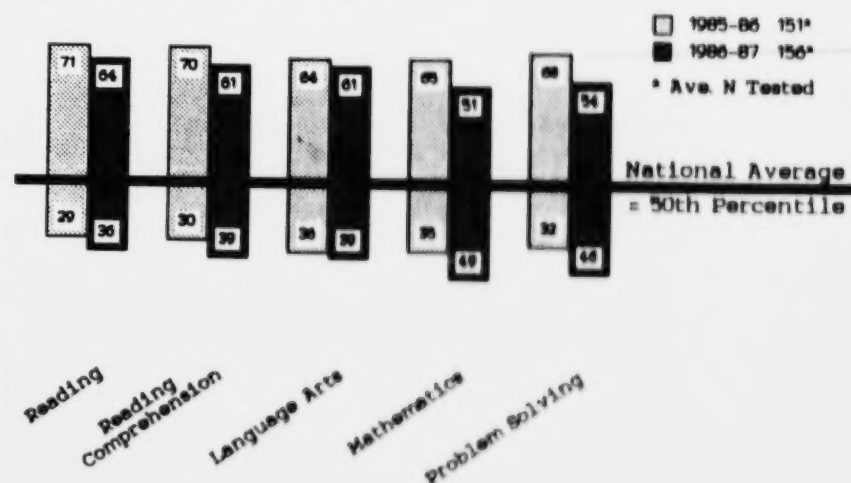


FIGURE TWO
ADAK REGION SCHOOL DISTRICT
PERCENTAGES OF STUDENTS SCORING ABOVE AND BELOW THE NATIONAL 50th PERCENTILE

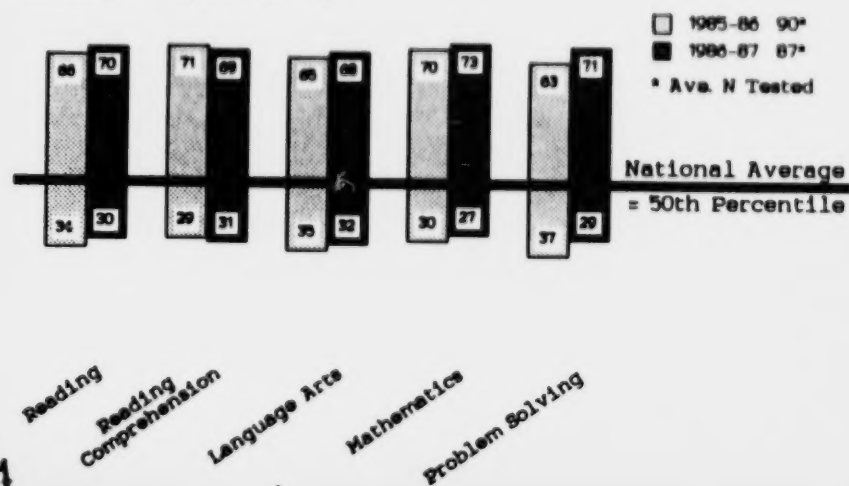
Early Elementary (K-3)



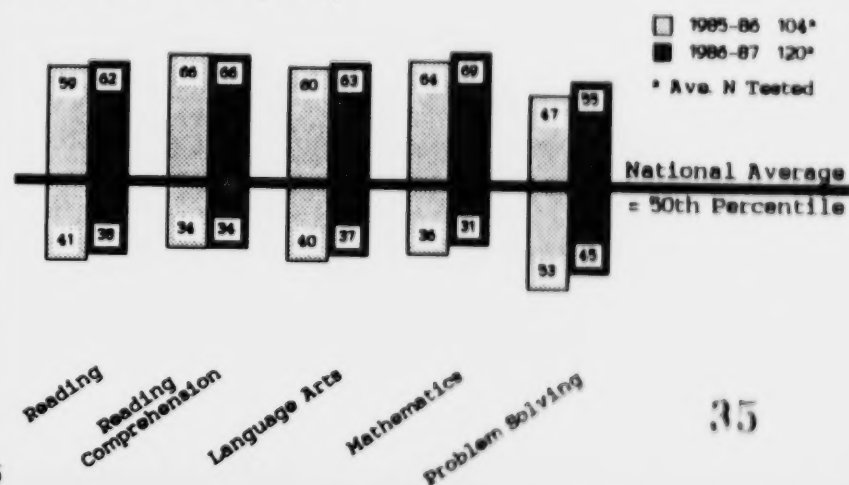
Intermediate (4-6)



Junior High (7-8)



High School (9-12)



ALASKA GATEWAY SCHOOLS

THE STUDENTS

In 1987, Alaska Gateway's total enrollment was 503, down from 516 in 1986, but up from 499 in 1985. Over the three year period the percentage of new students entering the district was approximately 1.5%.

In 1987, 9% of Alaska Gateway's students qualified for free and reduced lunches. In 1986, one school participated in the program. In 1985, the district did not participate in the program.

Over the three year period, Alaska Gateway had the following percentages of its enrollment who were bilingual:

1987	24%
1986	21%
1985	19%

In 1987, 18% of Alaska Gateway's students qualified for special education programs. In 1986, 13% qualified.

THE CLASSROOM

There are 7 attendance areas in Alaska Gateway, covering a geographic area of 20,649 square miles. In 1987, there were 41 teachers in the district, all of whom were White. 14 of Alaska Gateway's teachers held advanced degrees.

35 of Alaska Gateway's teachers had been teaching for more than 4 years. The average teacher salary in 1987 was \$36,796.

GRADUATION REQUIREMENTS

The graduation requirements in Alaska Gateway are as follows (in credits):

Language Arts	4.0
Health	0.5
Mathematics	2.0
Physical Education	2.0
Science	2.0
Social Studies	3.0
Electives	8.0
TOTAL	21.5

BASIC SKILLS ASSESSMENT

In 1985 and 1986 Alaska Gateway used the 1978 edition of the Iowa Test of Basic Skills/Tests of Achievement and Proficiency (ITBS/TAP), administering the test in April each year. In April, 1987, Alaska Gateway used the 1985 edition of the ITBS/TAP. The 1985 edition of the ITBS/TAP is more difficult than earlier editions of the ITBS/TAP.

The approximate percentage of students enrolled in the district for whom there were test results in 1987, 1986 and 1985 was 95%, 91% and 90% respectively.

Over the three year period, no groups of students were systematically excluded from testing and no unusual test administration procedures were used.

Tests were scored by the test publisher and the results routinely reported to students, parents, teachers, principals and the school board.

All students in grades K-12 were eligible to be tested.

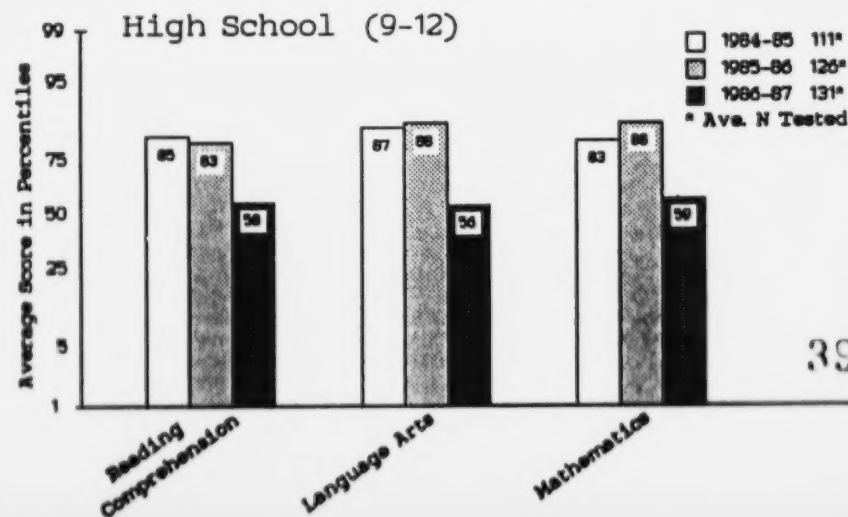
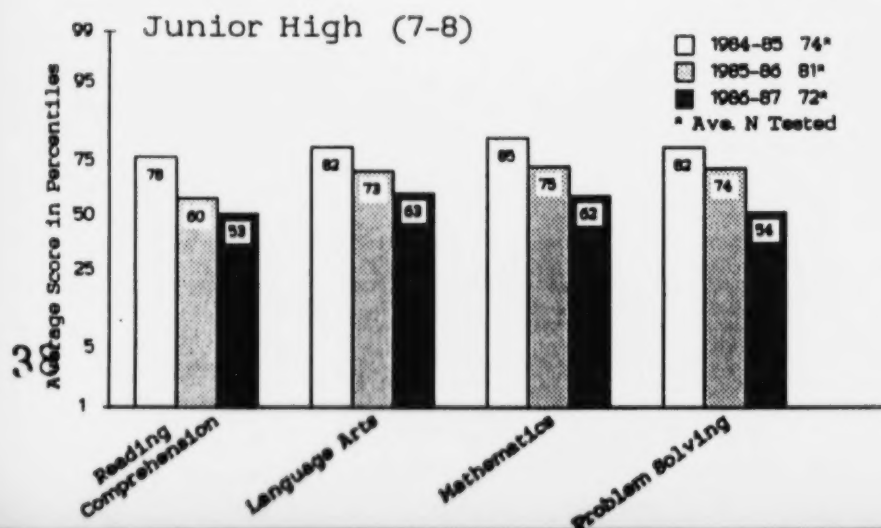
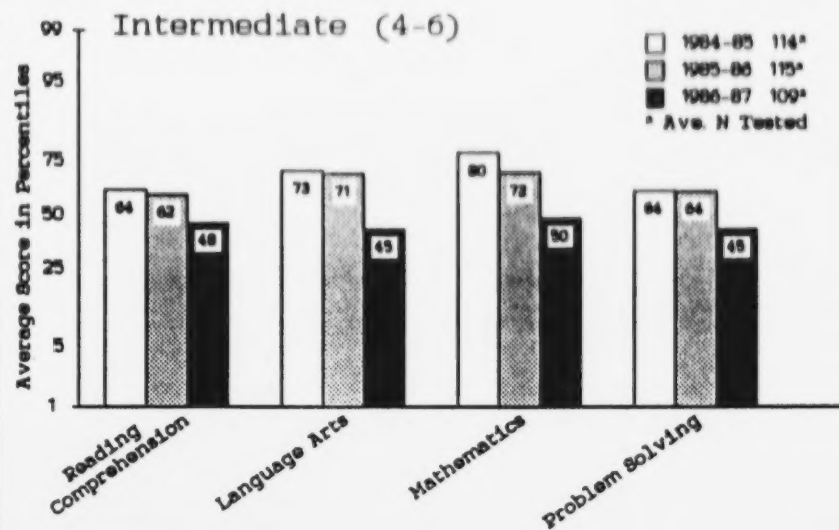
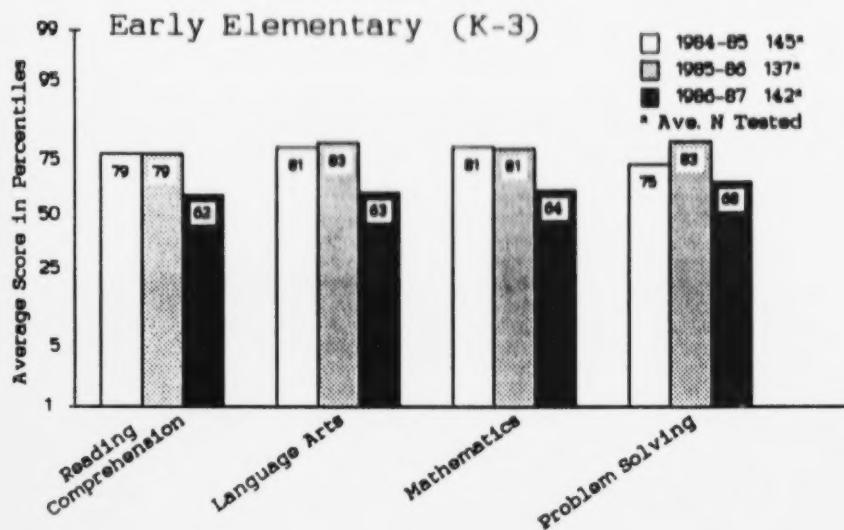
ASSESSMENT RESULTS

Figure 1 displays the results of the basic skills testing in Reading Comprehension, Mathematics, Mathematics Problem Solving, and Language Arts. The ITBS/TAP does not test Reading as a separate subskill. As a result, no Reading scores are presented.

Figure 1 shows the trends in the average scores over the three year period. The ITBS/TAP does not test Mathematics Problem Solving as a separate subskill in grades 9-12. As a result, Figure 1 does not include this information.

No data were available showing the percentage of students scoring above and below the 50th percentile. As a result, Figure 2 is not included in this profile.

FIGURE ONE
ALASKA GATEWAY SCHOOL DISTRICT
TRENDS IN BASIC SKILLS: PERCENTILE OF AVERAGE SCORES



ALEUTIAN REGION SCHOOLS

THE STUDENTS

In 1987, the Aleutian Region's total enrollment was 96, down from 97 in 1986 and 102 in 1985. Over the three year period the percentage of new students entering the district was approximately 3%.

Aleutian Region Schools do not participate in the free and reduced lunch program.

Over the three year period, the Aleutian Region had the following percentages of its enrollment who were bilingual:

1987	20%
1986	21%
1985	12%

In 1987, 16% of the Aleutian Region's students qualified for special education programs. In 1986, 14% qualified.

THE CLASSROOM

There are 6 attendance areas in the Aleutian Region, covering a geographic area of 14,364 square miles. In 1987, there were 11 teachers in the district, all of whom were White. 5 of Aleutian Region's teachers held advanced degrees.

10 of Aleutian Region's teachers had been teaching for more than 4 years. The average teacher salary in 1987 was \$51,289.

GRADUATION REQUIREMENTS

The graduation requirements in the Aleutian Region are as follows (in credits):

Language Arts	4.0
Health	1.0
Mathematics	2.0
Physical Education	1.0
Science	2.0
Social Studies	3.0
Vocational Education	1.0
Fine Arts	1.0
Electives	6.0
TOTAL	21.0

BASIC SKILLS ASSESSMENT

In 1985, 1986 and 1987, the Aleutian Region used the 1978 edition of the Iowa Test of Basic Skills/Tests of Achievement and Proficiency (ITBS/TAP), administering the test in April each year. The approximate percentage of students enrolled in the district for whom there were test results in 1987, 1986 and 1985 was 90%, 93% and 92% respectively.

In 1985, 1986 and 1987, kindergarten students were not tested. Over the three year period, no unusual test administration procedures were used.

Tests were scored by the test publisher and the results routinely reported to students, parents, teachers, principals, community and the school board.

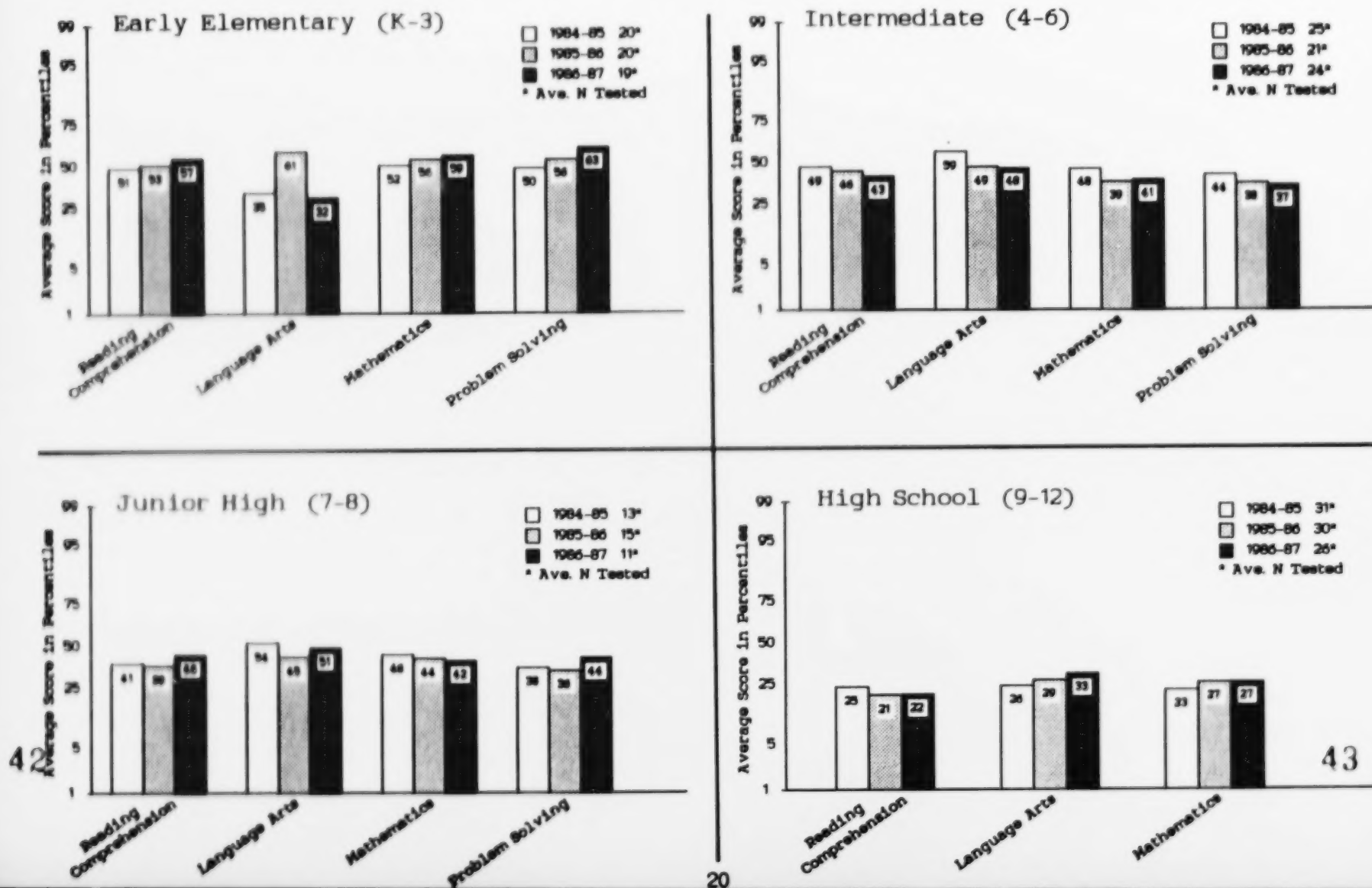
ASSESSMENT RESULTS

Figure 1 displays the results of the basic skills testing in Reading Comprehension, Mathematics, Mathematics Problem Solving, and Language Arts. The ITBS/TAP does not test Reading as a separate subskill. As a result, no Reading scores are presented.

Figure 1 shows the trends in the average scores over the three year period. The ITBS/TAP does not test Mathematics Problem Solving as a separate subskill in grades 9-12. As a result, Figure 1 does not include this information.

No data were available showing the percentage of students scoring above and below the 50th percentile. As a result, Figure 2 is not included in this profile.

FIGURE ONE
ALEUTIAN REGION SCHOOL DISTRICT
TRENDS IN BASIC SKILLS: PERCENTILE OF AVERAGE SCORES



ANCHORAGE SCHOOLS

THE STUDENTS

In 1987, Anchorage's total enrollment was 39,497, down from 40,381 in 1986 and 40,359 in 1985. Over the three year period the percentage of new students entering the district was approximately 20%.

In 1987, 13% of Anchorage's students qualified for free and reduced lunches. In 1986 and 1985, 11% qualified.

Over the three year period, Anchorage had the following percentages of its enrollment who were bilingual:

1987	4%
1986	4%
1985	3%

In 1987, 11% of Anchorage's students qualified for special education programs. In 1986, 10% qualified.

THE CLASSROOM

There are 79 attendance areas in Anchorage, covering a geographic area of 1,884 square miles. In 1987, there were 2,132 teachers in the district, 1,881 were White, 110 were Black, 37 were Hispanic, 45 were Asian or Pacific Islander, 38 were American Indian and 21 were Alaskan Native. 131 of Anchorage's teachers held advanced degrees.

1,853 of Anchorage's teachers had been teaching for more than 4 years. The average teacher salary in 1987 was \$31,149.

GRADUATION REQUIREMENTS

The graduation requirements in Anchorage are as follows (in credits):

Language Arts	4.0
Mathematics	2.0
Physical Education	1.5
Science	2.0
Social Studies	3.0
Vocational Education	0.5
Electives	8.0
TOTAL	21.0

BASIC SKILLS ASSESSMENT

In 1985, Anchorage used the 1978 edition of the Iowa Test of Basic Skills/Tests of Achievement and Proficiency (ITBS/TAP), administering the test in April. In April, 1987 and 1986, Anchorage used the 1985 edition of the ITBS/TAP. The 1985 edition of the ITBS/TAP is more difficult than earlier editions of the ITBS/TAP. The district converted its 1985 scores from 1978 to 1985 norms using tables provided by the publisher. The approximate percentage of students enrolled in the district for whom there were test results in 1987, 1986 and 1985 was 79%, 84% and 86% respectively.

In 1985, 1986, and 1987, exempted special education students and bilingual students who were judged by bilingual teachers to be incapable of understanding the test were not tested. In 1987, 12th graders were not tested.

Tests were scored by district staff using locally developed computerized scoring and reporting with norms provided under license from the publishing company. The results were routinely reported to parents, teachers, principals, community, media and the school board.

ASSESSMENT RESULTS

Figures 1 and 2 display the results of the basic skills testing in Reading Comprehension, Mathematics, Mathematics Problem Solving, and Language Arts. The ITBS/TAP does not test Reading as a separate subskill. As a result, no Reading scores are presented.

Figure 1 shows the trends in the average scores over the three year period. The ITBS/TAP does not test Mathematics Problem Solving as a separate subskill in grades 9-12. As a result, Figure 1 does not include this information.

Figure 2 displays the percentage of students who scored above and below the 50th percentile in each of the three years. Figure 2, like Figure 1, does not include Mathematics Problem Solving for grades 9-12.

FIGURE ONE
ANCHORAGE SCHOOL DISTRICT
TRENDS IN BASIC SKILLS: PERCENTILE OF AVERAGE SCORES

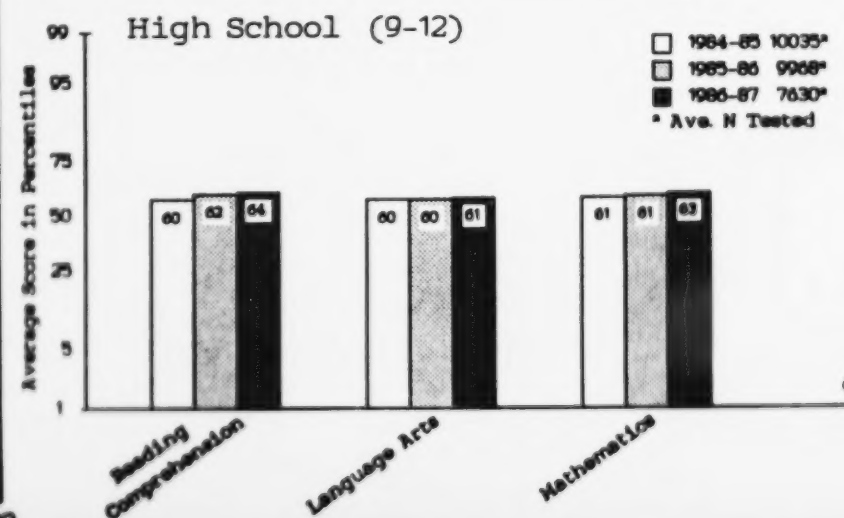
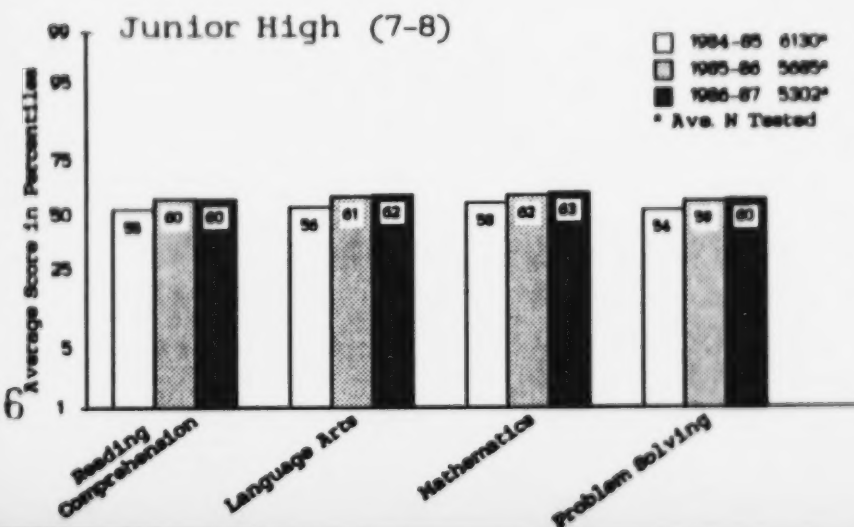
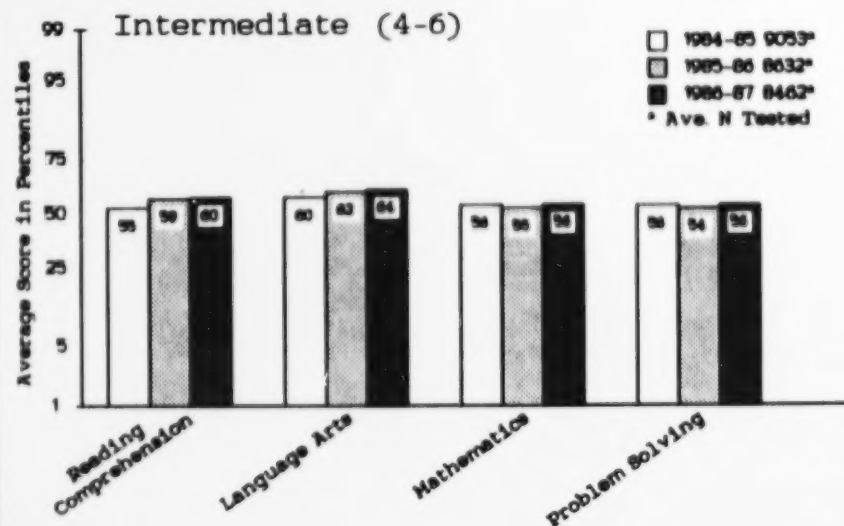
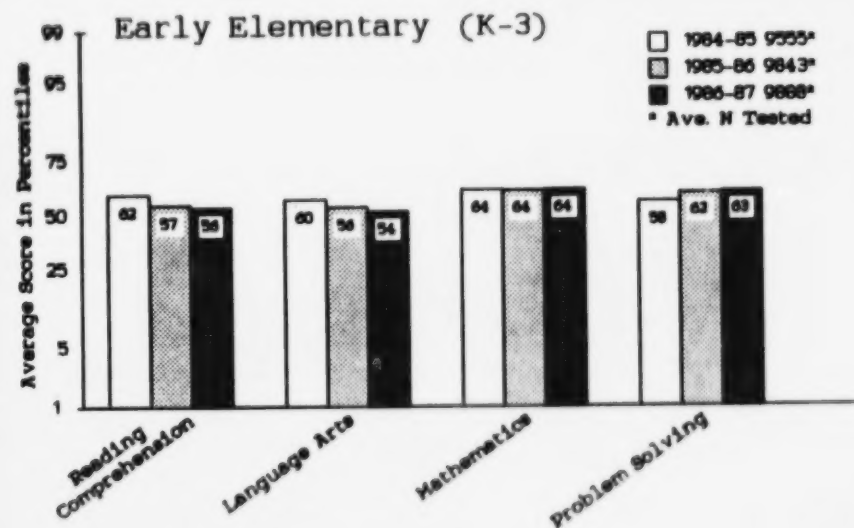
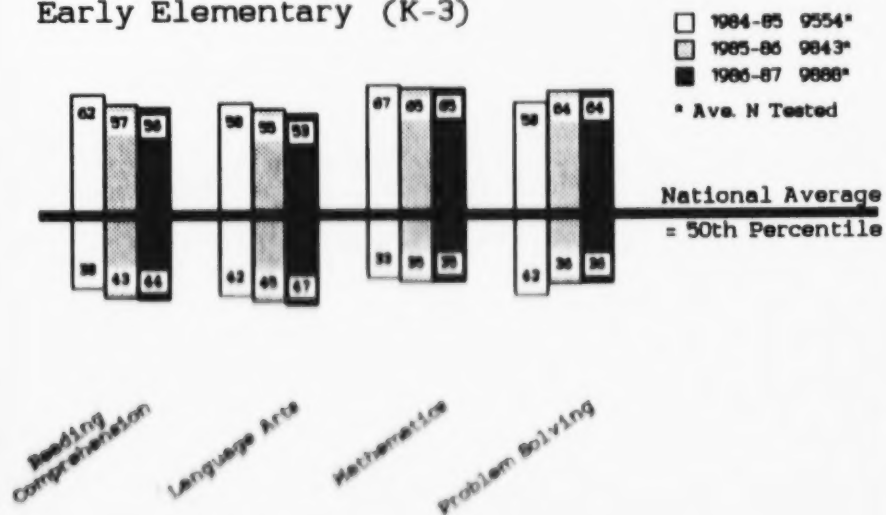
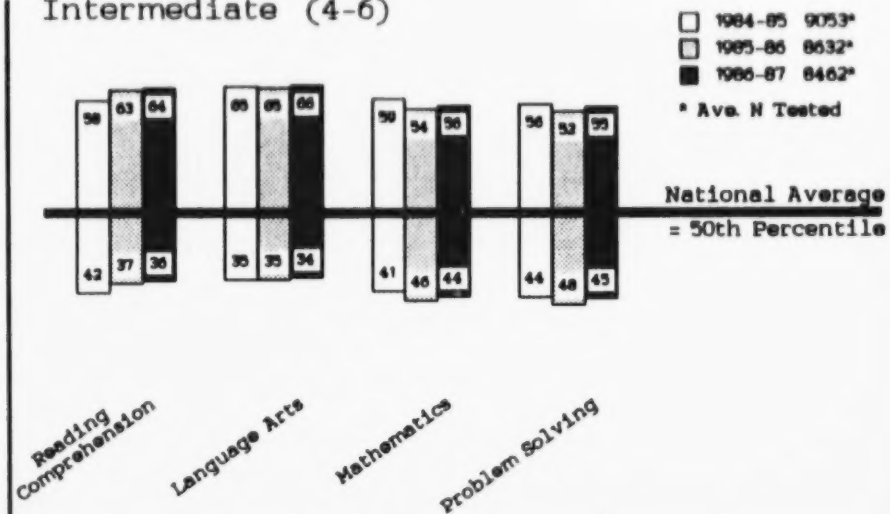


FIGURE TWO
ANCHORAGE SCHOOL DISTRICT
PERCENTAGES OF STUDENTS SCORING ABOVE AND BELOW THE NATIONAL 50th PERCENTILE

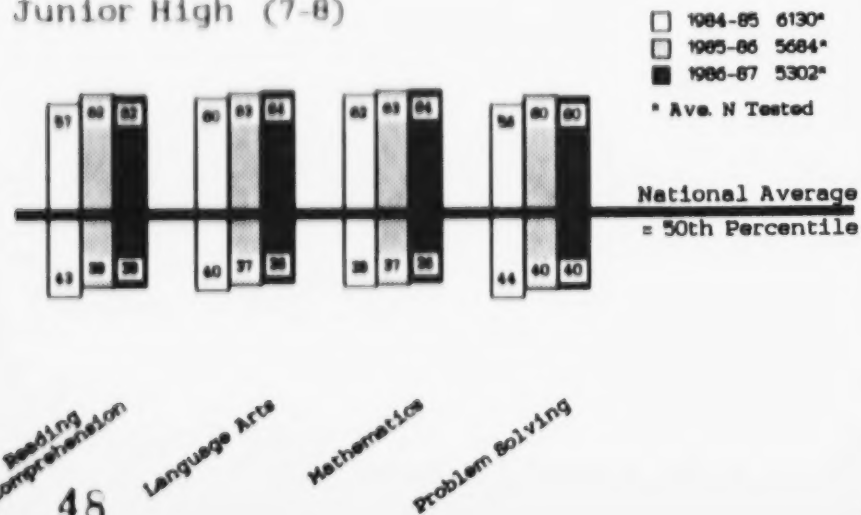
Early Elementary (K-3)



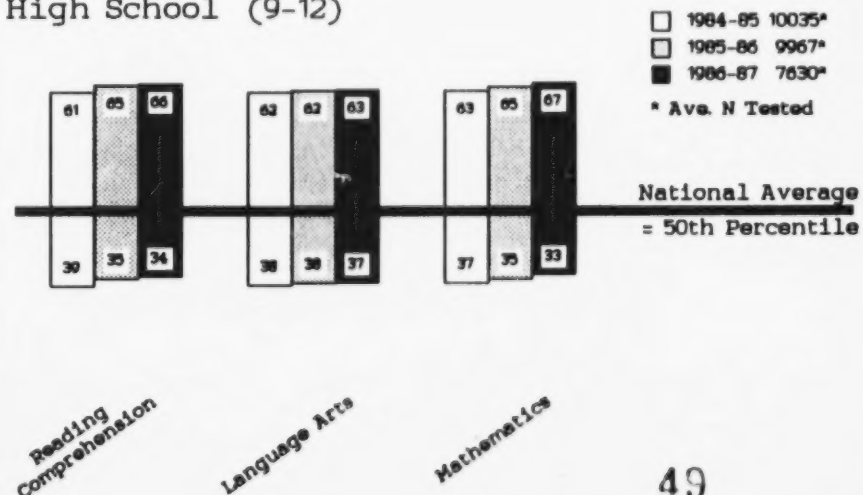
Intermediate (4-6)



Junior High (7-8)



High School (9-12)



ANNETTE ISLAND SCHOOLS

THE STUDENTS

In 1987, Annette Island's total enrollment was 416, up from 394 in 1986 and from 383 in 1985. Over the three year period the percentage of new students entering the district was approximately 10%.

In 1987, 34% of Annette Island's students qualified for free and reduced lunches. In 1986, 38% qualified and in 1985, 18% qualified.

Over the three year period, Annette Island had the following percentages of its enrollment who were bilingual:

1987	9%
1986	9%
1985	46%

In 1987, 10% of Annette Island's students qualified for special education programs. In 1986, 10% qualified.

THE CLASSROOM

There is 1 attendance area in Annette Island, covering a geographic area of 8,978 square miles. In 1987, there were 31 teachers in the district, 26 were White and 5 were Alaska Native. 6 of Annette Island's teachers held advanced degrees.

24 of Annette Island's teachers had been teaching for more than 4 years. The average teacher salary in 1987 was \$34,840.

GRADUATION REQUIREMENTS

The graduation requirements in Annette Island are as follows (in credits):

Language Arts	4.0
Health	1.0
Mathematics	3.0
Physical Education	1.0
Science	2.0
Social Studies	4.0
Vocational Education	1.0
Electives	6.0
TOTAL	22.0

BASIC SKILLS ASSESSMENT

In 1987, 1986 and 1985, Annette Island used the 1985 edition of the SRA Survey of Basic Skills, administering the test in April each year.

The approximate percentage of students enrolled in the district for whom there were test results in 1987, 1986 and 1985 was 93%, 88% and 85% respectively.

Over the three year period, special education students were not tested. No unusual test administration procedures were used.

Tests were scored by the test publisher and the results routinely reported to students, parents, teachers, principals and the school board.

ASSESSMENT RESULTS

Figures 1 and 2 display the results of the basic skills testing in Reading, Reading Comprehension, Mathematics, Mathematics Problem Solving, and Language Arts.

Figure 1 shows the trends in the average scores over the three year period.

Figure 2 displays the percentage of students who scored above and below the 50th percentile in each of the three years.

FIGURE ONE
ANNETTE ISLAND SCHOOL DISTRICT
TRENDS IN BASIC SKILLS: PERCENTILE OF AVERAGE SCORES

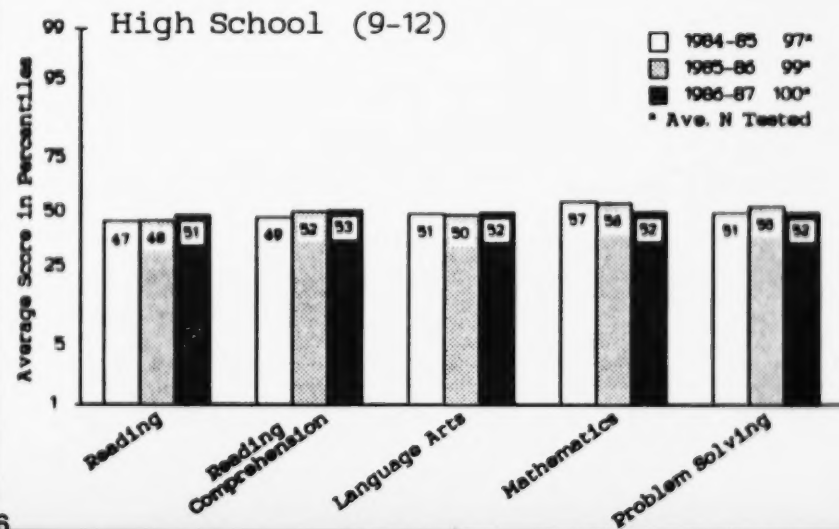
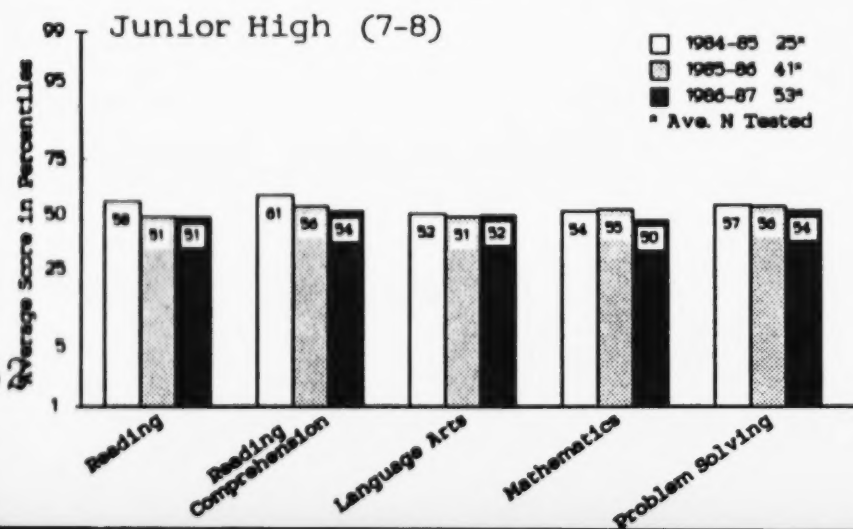
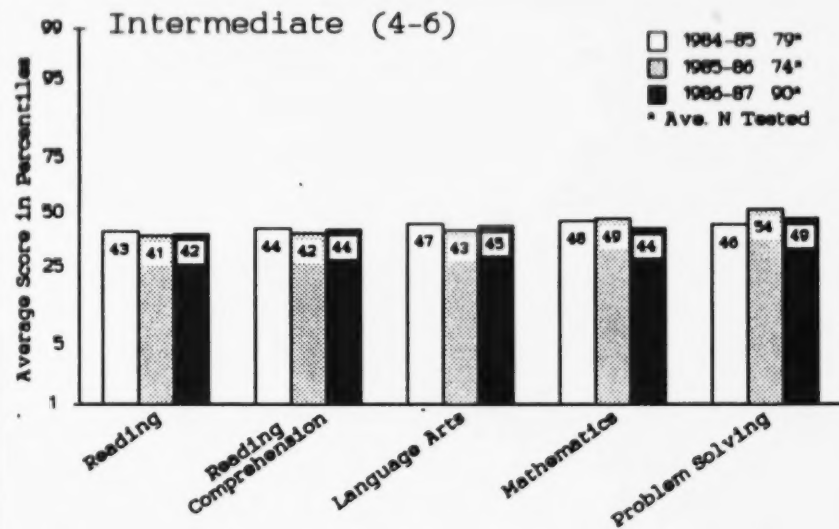
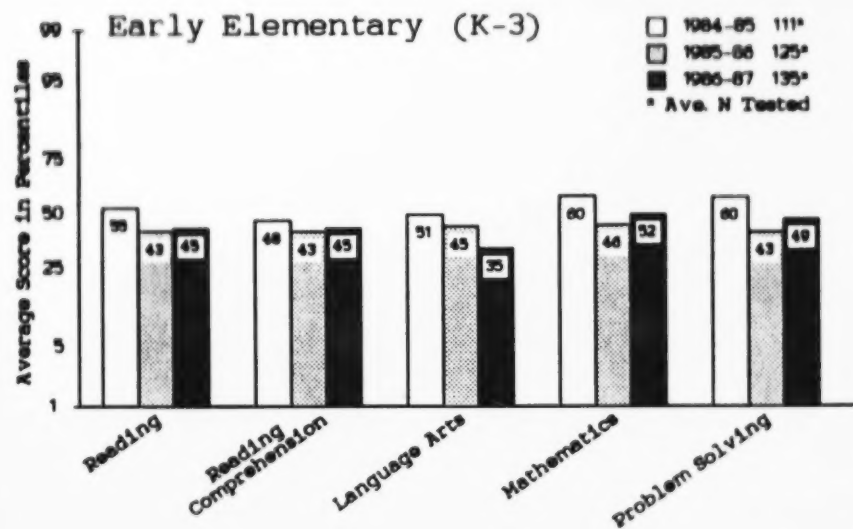
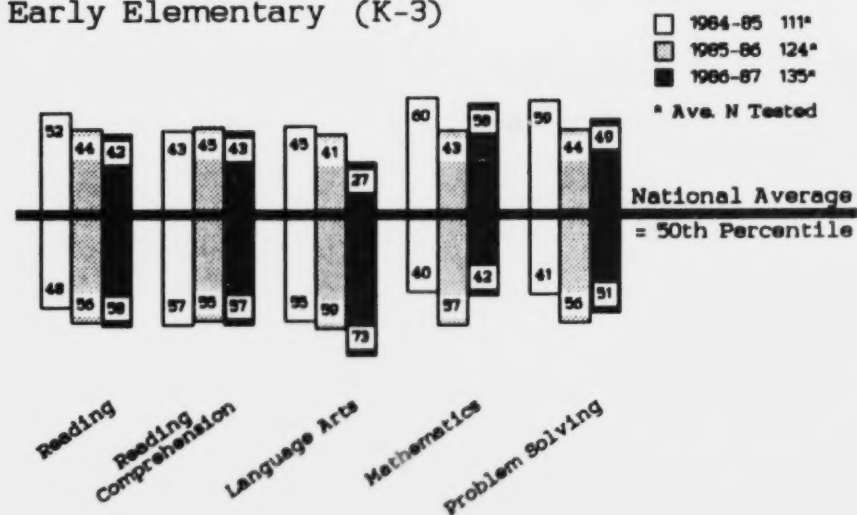
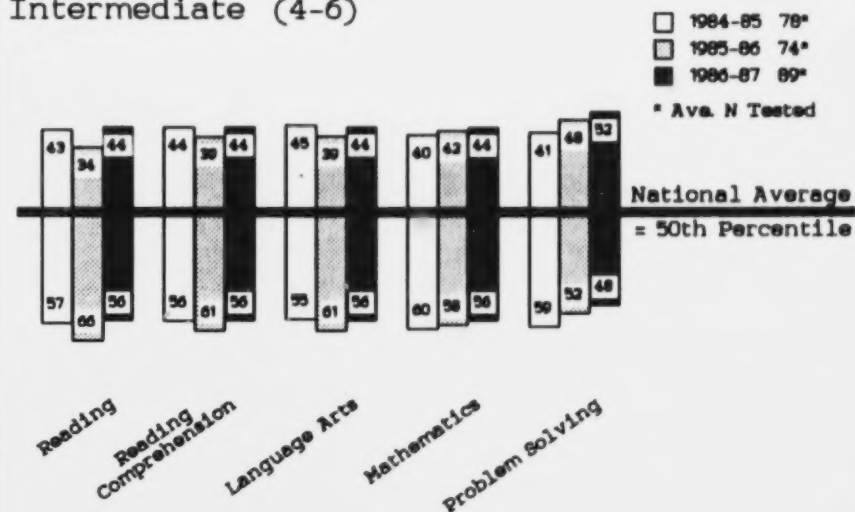


FIGURE TWO
ANNETTE ISLAND SCHOOL DISTRICT
PERCENTAGES OF STUDENTS SCORING ABOVE AND BELOW THE NATIONAL 50th PERCENTILE

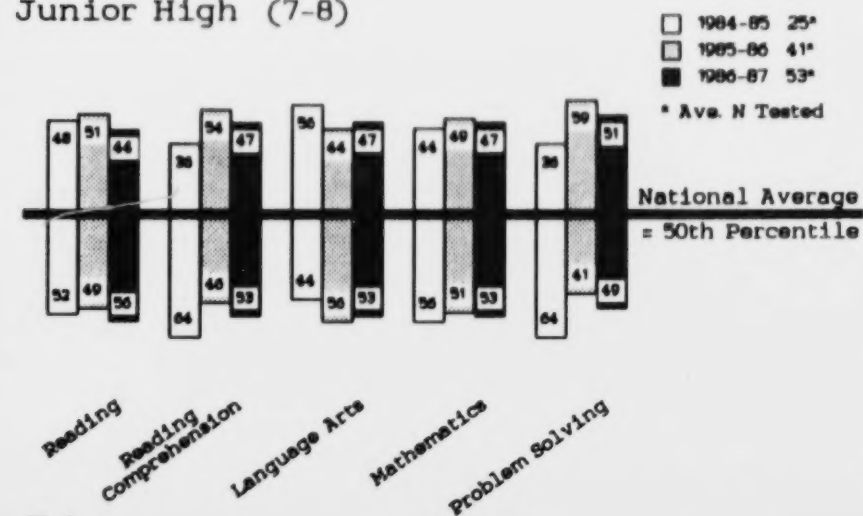
Early Elementary (K-3)



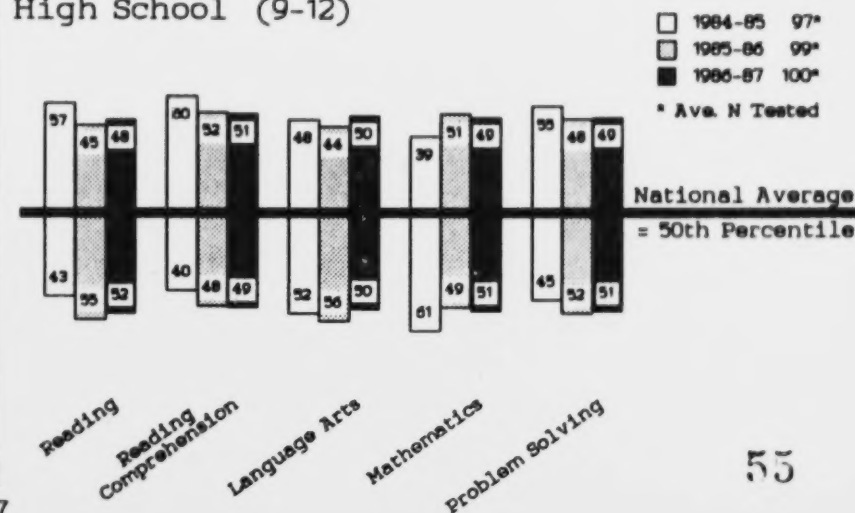
Intermediate (4-6)



Junior High (7-8)



High School (9-12)



BERING STRAIT SCHOOLS

THE STUDENTS

In 1987, Bering Strait's total enrollment was 1217 students, up from 1182 in 1986 and 1152 in 1985. Over the three year period the percentage of new students entering the district was approximately 27%.

In 1987, 84% of Bering Strait's students qualified for free and reduced lunches. In 1986, 87% qualified and in 1985, 89% qualified.

Over the three year period, Bering Strait had the following percentages of its enrollment who were bilingual:

1987	53%
1986	61%
1985	68%

In 1987, 15% of Bering Strait's students qualified for special education programs. In 1986, 15% qualified.

THE CLASSROOM

There are 15 attendance areas in Bering Strait, covering a geographic area of 24,240 square miles. In 1987, there were 126 teachers in the district, 122 of whom were White and 4 were Alaska Native. 30 of Bering Strait's teachers held advanced degrees.

72 of Bering Strait's teachers had been teaching for more than 4 years. The average teacher salary in 1987 was \$40,177.

GRADUATION REQUIREMENTS

The graduation requirements in Bering Strait are as follows (in credits):

Language Arts	4.0
Health	1.0
Mathematics	2.0
Physical Education	2.0
Science	2.0
Social Studies	3.0
Vocational Education	2.0
Electives	5.0
TOTAL	21.0

BASIC SKILLS ASSESSMENT

In 1985 Bering Strait used the 1977 edition of the California Achievement Test (CAT), administering the test in April. In April, 1986 and 1987, Bering Strait used the 1986 edition of the CAT. The 1986 edition of the CAT is a more difficult test than earlier editions of the CAT.

The approximate percentage of students enrolled in the district for whom there were test results in 1987, 1986 and 1985 was 91%, 90% and 83% respectively.

Over the three year period, severely handicapped students were exempted from testing. No unusual test administration procedures were used.

Tests were scored by the test publisher and the results routinely reported to parents, teachers, principals, community, media and the school board.

ASSESSMENT RESULTS

Figures 1 and 2 display the results of the basic skills testing in Reading, Reading Comprehension, Mathematics, Mathematics Problem Solving, and Language Arts.

Figure 1 shows the trends in the average scores over the three year period.

Figure 2 displays the percentage of students who scored above and below the 50th percentile in each of the three years.

FIGURE ONE
BERING STRAIT SCHOOL DISTRICT
TRENDS IN BASIC SKILLS: PERCENTILE OF AVERAGE SCORES

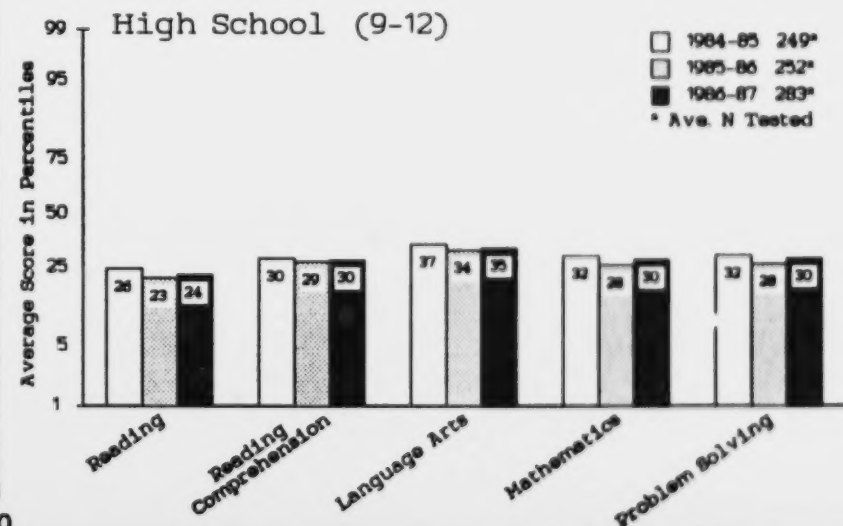
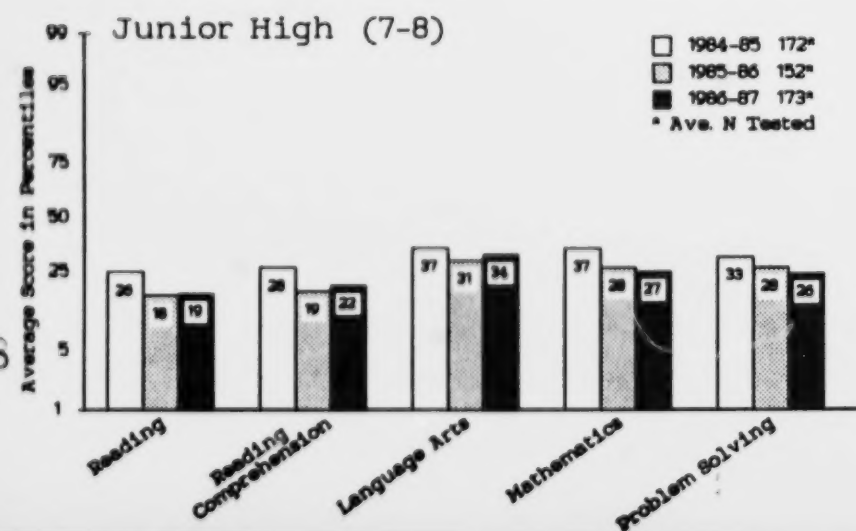
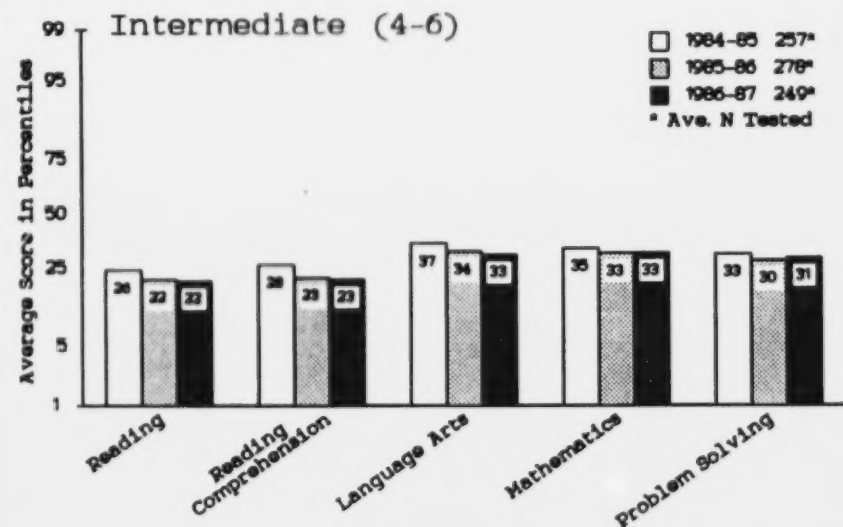
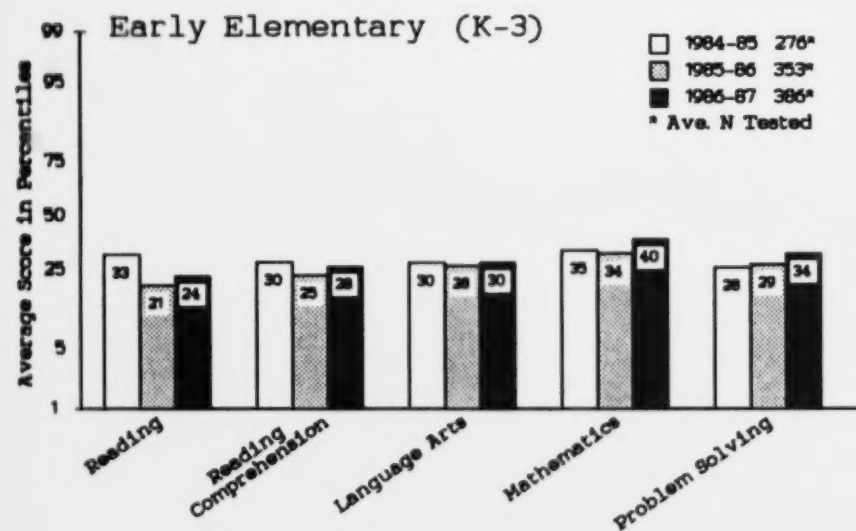
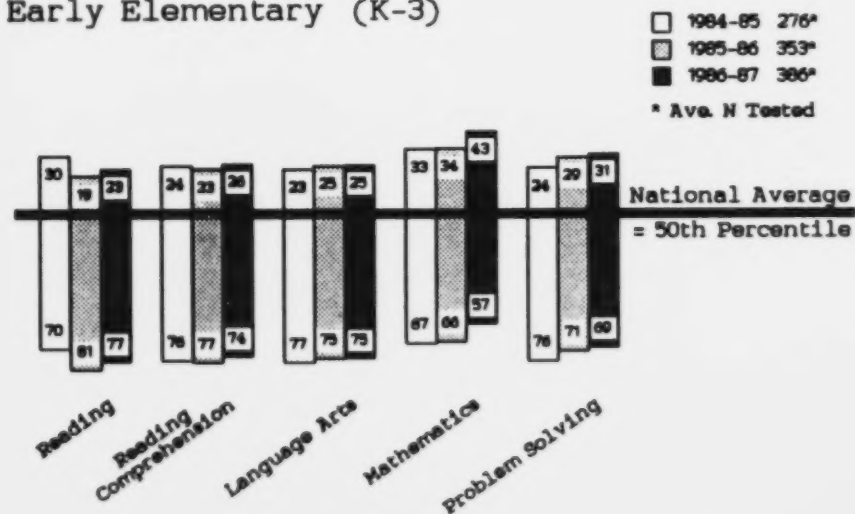
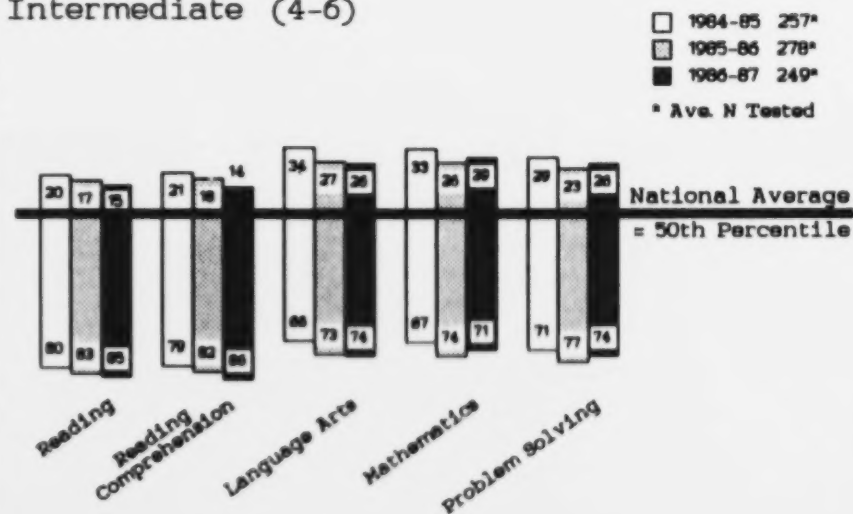


FIGURE TWO
BERING STRAIT SCHOOL DISTRICT
PERCENTAGES OF STUDENTS SCORING ABOVE AND BELOW THE NATIONAL 50th PERCENTILE

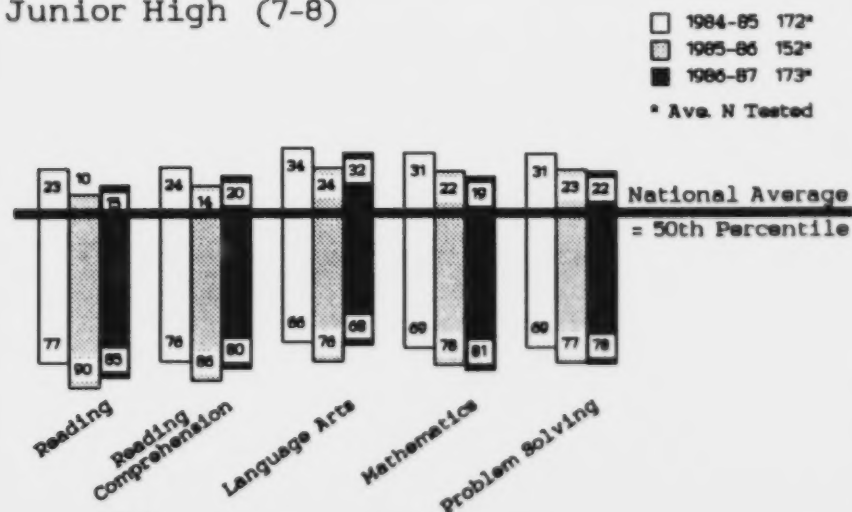
Early Elementary (K-3)



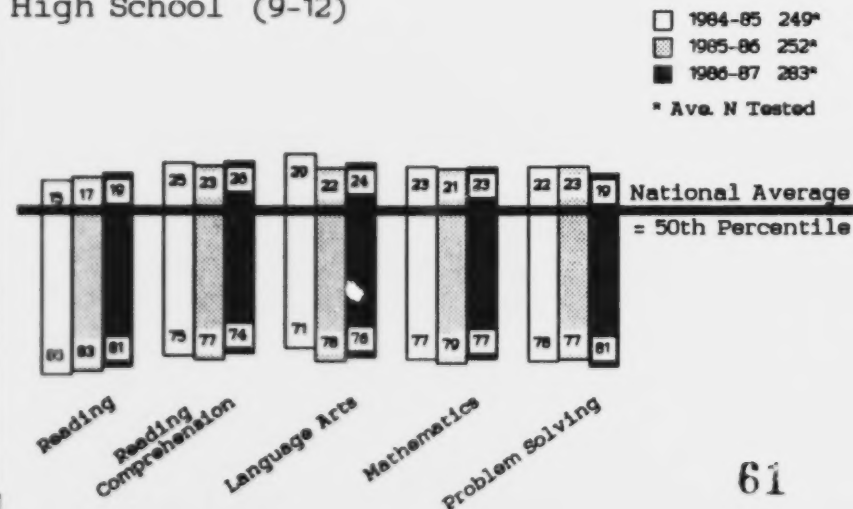
Intermediate (4-6)



Junior High (7-8)



High School (9-12)



BRISTOL BAY BOROUGH SCHOOLS

THE STUDENTS

In 1987, Bristol Bay's total enrollment was 233 students, up from 219 in 1986 and equal to 1985's enrollment. Over the three year period the percentage of new students entering the district was approximately 9%.

In 1987, 11% of Bristol Bay's students qualified for free and reduced lunches. In 1986, 7% qualified and in 1985, 8% qualified.

In 1987, 3% of Bristol Bay's enrollment was bilingual. In 1986 and 1985, there were no bilingual students enrolled in the district.

In 1987, 12% of Bristol Bay's students qualified for special education programs. In 1986, 9% qualified.

THE CLASSROOM

There are 2 attendance areas in Bristol Bay, covering a geographic area of 1,200 square miles. In 1987, there were 22 teachers in the district, 21 of whom were White and 1 was American Indian. 7 of Bristol Bay's teachers held advanced degrees.

17 of Bristol Bay's teachers had been teaching for more than 4 years. The average teacher salary in 1987 was \$40,504.

GRADUATION REQUIREMENTS

The graduation requirements in Bristol Bay are as follows (in credits):

Language Arts	4.0
Mathematics	2.0
Physical Education	2.0
Science	2.0
Social Studies	3.0
Vocational Education	2.0
Electives	7.0
TOTAL	22.0

BASIC SKILLS ASSESSMENT

In 1987, 1986 and 1985 Bristol Bay used the 1982 norms for the 1978 edition of the Iowa Test of Basic Skills/Tests of Achievement and Proficiency (ITBS/TAP), administering the test in April each year. The approximate percentage of students enrolled in the district for whom there were test results in 1987, 1986 and 1985 was 58%, 89% and 86% respectively. 79%

Over the three year period, students in grade 12 were not tested. Depending upon their functioning level, some students were tested above or below grade level.

Tests were scored by the test publisher and the results routinely reported to students, parents, teachers, principals, community and the school board.

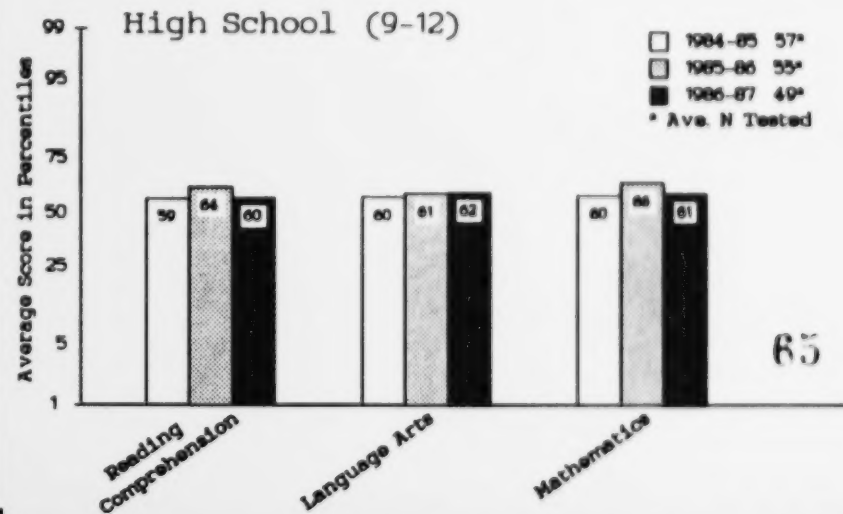
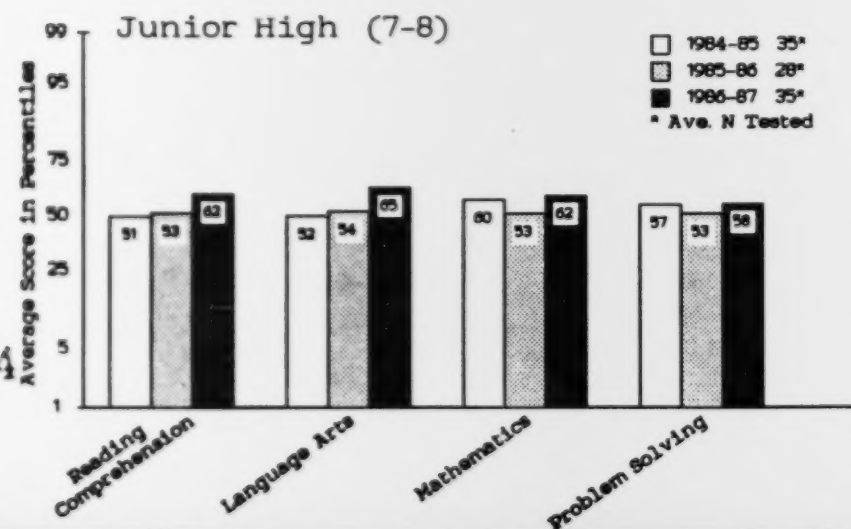
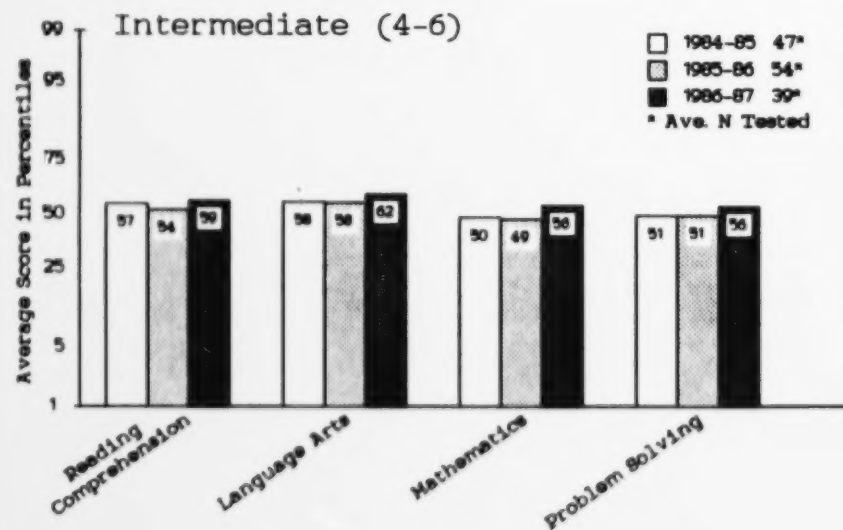
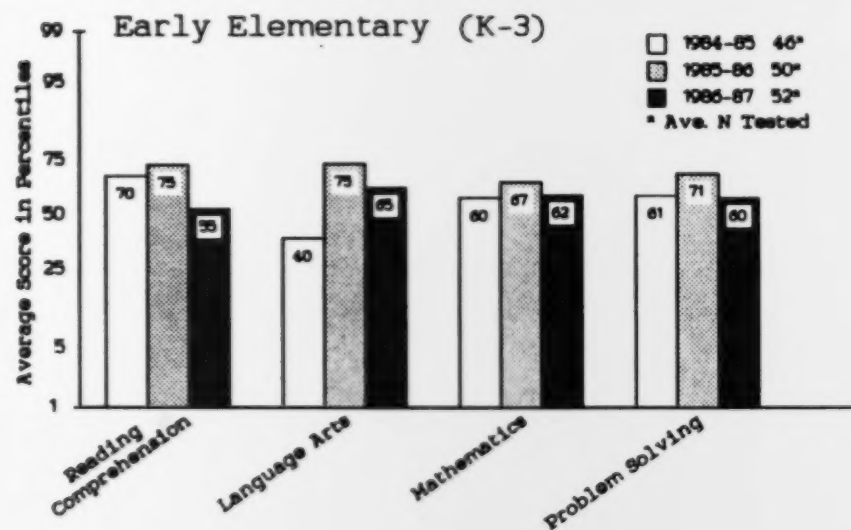
ASSESSMENT RESULTS

Figure 1 displays the results of the basic skills testing in Reading Comprehension, Mathematics, Mathematics Problem Solving, and Language Arts. The ITBS/TAP does not test Reading as a separate subskill. As a result, no Reading scores are presented.

The ITBS/TAP does not test Mathematics Problem Solving as a separate subskill in grades 9-12. As a result, Figure 1 does not include this information for 1986 and 1985. ~~No 9-12 data were available in any content area for 1987.~~

No data were available showing the percentage of students scoring above and below the 50th percentile. As a result, Figure 2 is not included in this profile.

FIGURE ONE
BRISTOL BAY SCHOOL DISTRICT
TRENDS IN BASIC SKILLS: PERCENTILE OF AVERAGE SCORES



CHATHAM SCHOOLS

THE STUDENTS

In 1987, Chatham's total enrollment was 301 students, up from 280 in 1986 but down from 310 in 1985. Over the three year period the percentage of new students entering the district was approximately 4%.

In 1987, 35% of Chatham's students qualified for free and reduced lunches. In 1986, 43% qualified and in 1985, 36% qualified.

In 1987, 1% of Chatham's enrollment was bilingual. In 1986 and 1985, no bilingual students were enrolled.

In 1987, 17% of Chatham's students qualified for special education programs. In 1986, 21% qualified.

THE CLASSROOM

There are 7 attendance areas in Chatham, covering a geographic area of 43,992 square miles. In 1987, there were 33 teachers in the district, all of whom were White. 10 of Chatham's teachers held advanced degrees.

18 of Chatham's teachers had been teaching for more than 4 years. The average teacher salary in 1987 was \$33,271.

GRADUATION REQUIREMENTS

The graduation requirements in Chatham are as follows (in credits):

Language Arts	4.0
Health	1.0
Mathematics	2.0
Physical Education	2.0
Science	2.0
Social Studies	3.0
Fine Arts	1.0
Electives	6.0
TOTAL	21.0

BASIC SKILLS ASSESSMENT

In 1987, 1986 and 1985, Chatham used the 1981 edition of the Comprehensive Tests of Basic Skills (CTBS), administering the test in April each year. The approximate percentage of students enrolled in the district for whom there were test results in 1987, 1986 and 1985 was 50%, 57% and 52% respectively.

Over the three year period, no groups of students were systematically excluded from testing and no unusual test administration procedures were used.

Tests were scored by district staff and the results routinely reported to students, parents, teachers, principals and the school board.

All students in grades K-12 were eligible to be tested.

ASSESSMENT RESULTS

Figures 1 and 2 display the results of the basic skills testing in Reading, Reading Comprehension, Mathematics, Mathematics Problem Solving, and Language Arts.

Figure 1 shows the trends in the average scores over the three year period.

Figure 2 displays the percentage of students who scored above and below the 50th percentile in each of the three years.

FIGURE ONE
CHATHAM SCHOOL DISTRICT
TRENDS IN BASIC SKILLS: PERCENTILE OF AVERAGE SCORES

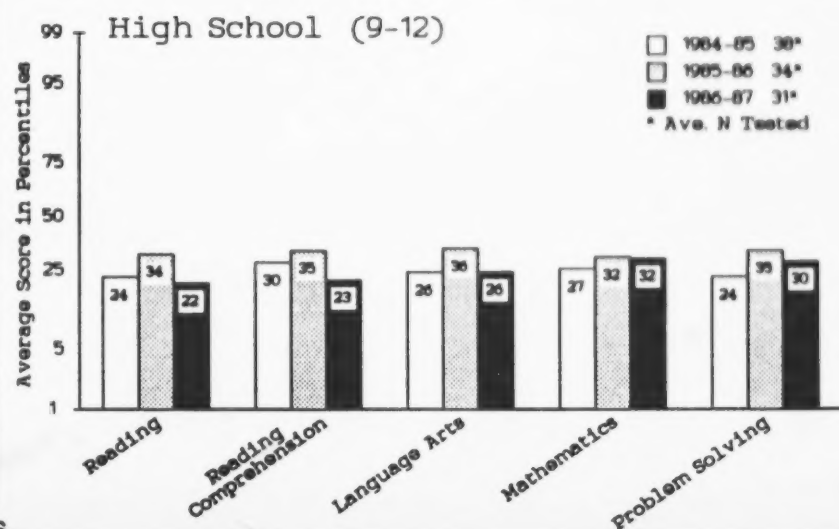
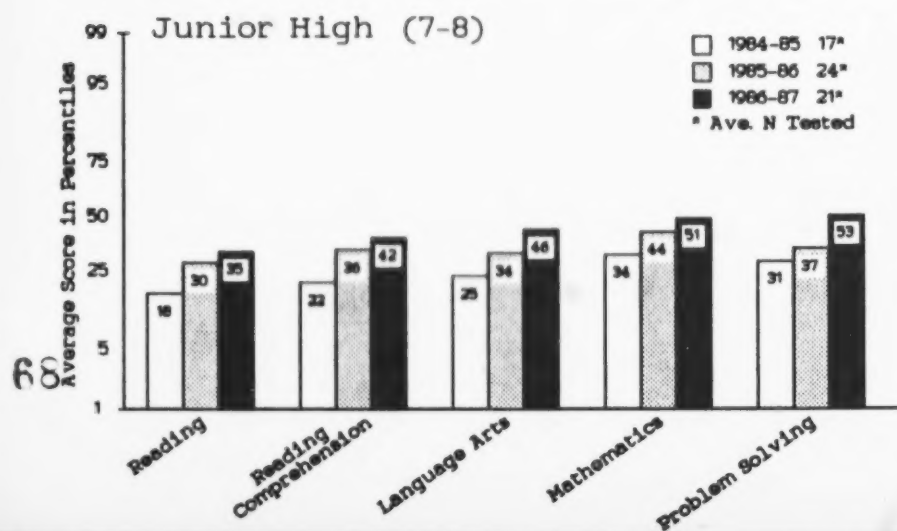
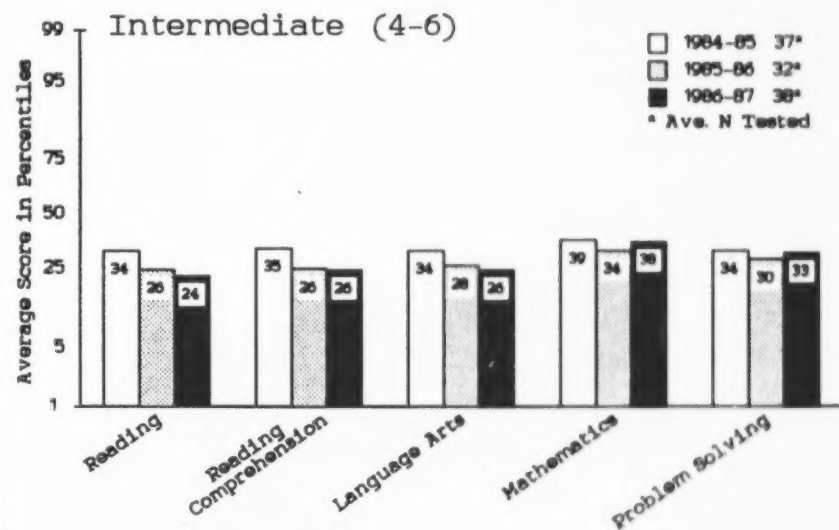
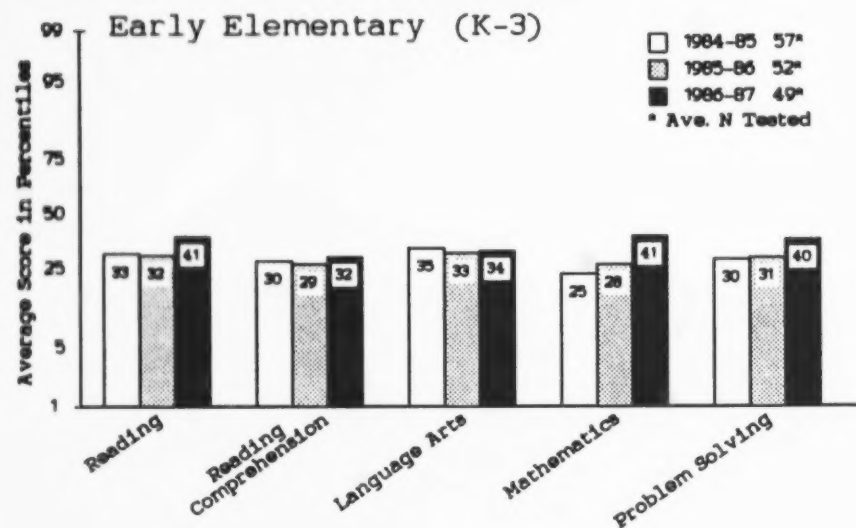
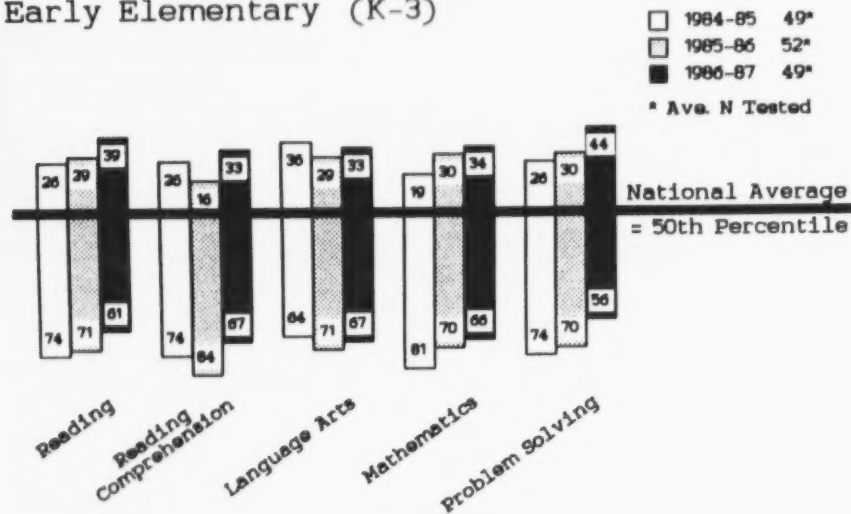
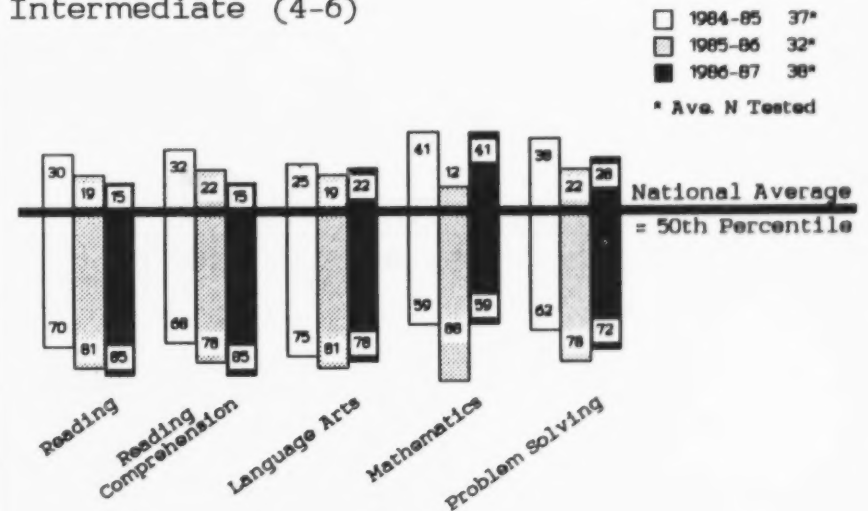


FIGURE TWO
CHATHAM SCHOOL DISTRICT
PERCENTAGES OF STUDENTS SCORING ABOVE AND BELOW THE NATIONAL 50th PERCENTILE

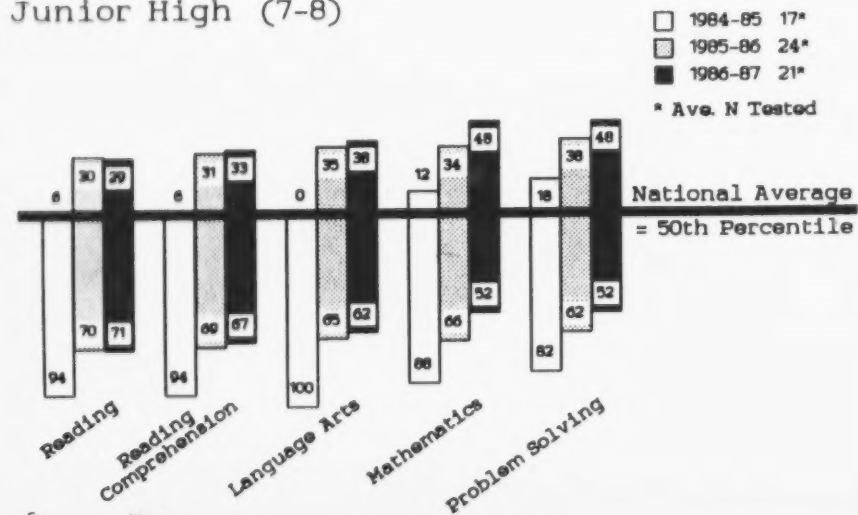
Early Elementary (K-3)



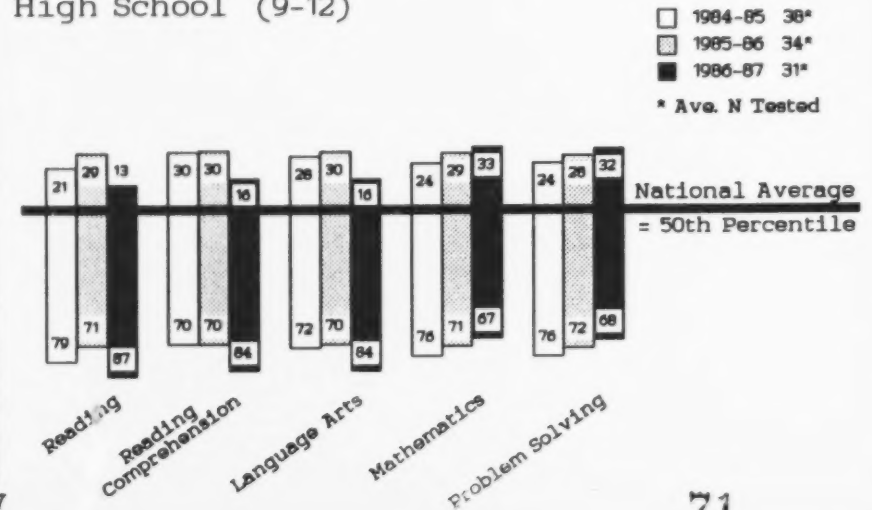
Intermediate (4-6)



Junior High (7-8)



High School (9-12)



CHUGACH SCHOOLS

THE STUDENTS

In 1987, Chugach's total enrollment was 112 students, down from 114 in 1986 and 126 in 1985. Over the three year period the percentage of new students entering the district was approximately 18%.

In 1987, 1986 and 1985 Chugach did not participate in the federal government's free and reduced lunch program.

Over the three year period, Chugach has had no bilingual students enrolled.

In 1987, 8% of Chugach's students qualified for special education programs. In 1986, 11% qualified.

THE CLASSROOM

There are 4 attendance areas in Chugach, covering a geographic area of 20,200 square miles. In 1987, there were 12 teachers in the district, all of whom were White. 3 of Chugach's teachers held advanced degrees.

8 of Chugach's teachers had been teaching for more than 4 years. The average teacher salary in 1987 was \$32,164.

GRADUATION REQUIREMENTS

The graduation requirements in Chugach are as follows (in credits):

Language Arts	4.0
Mathematics	3.0
Physical Education	1.0
Science	2.5
Social Studies	3.0
Electives	8.5

TOTAL	22.0
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BASIC SKILLS ASSESSMENT

In 1987 Chugach used the 1978 edition of the Iowa Test of Basic Skills/Tests of Achievement and Proficiency (ITBS/TAP), administering the test in May. In April, 1986, Chugach used the 1982 norms for the 1978 edition of the ITBS/TAP. No data were available for 1985.

The approximate percentage of students enrolled in the district for whom there were test results in 1987 and 1986, was 90% and 55% respectively.

No groups of students were systematically excluded from testing and no unusual test administration procedures were used.

Tests were scored by the test publisher and the results routinely reported to parents, teachers, principals and the school board.

ASSESSMENT RESULTS

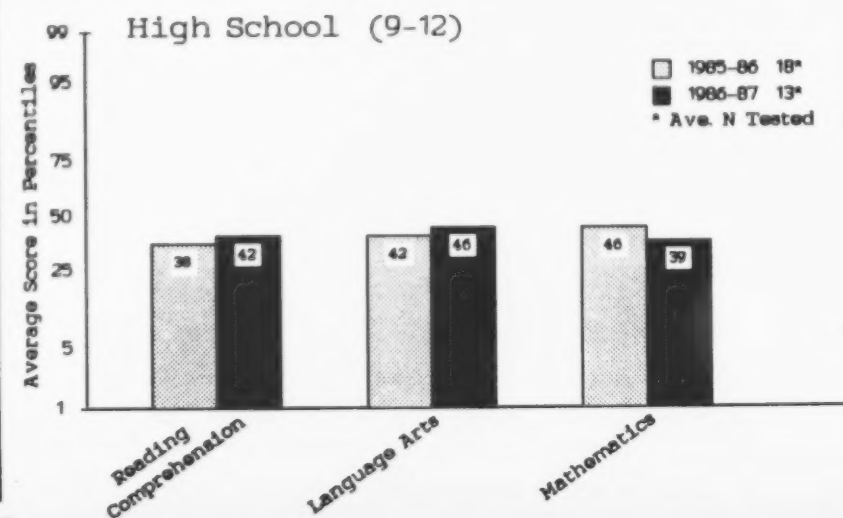
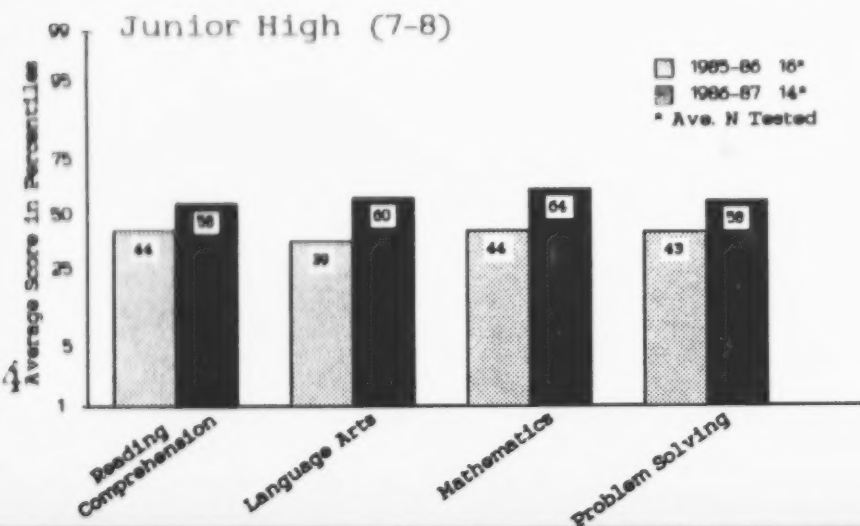
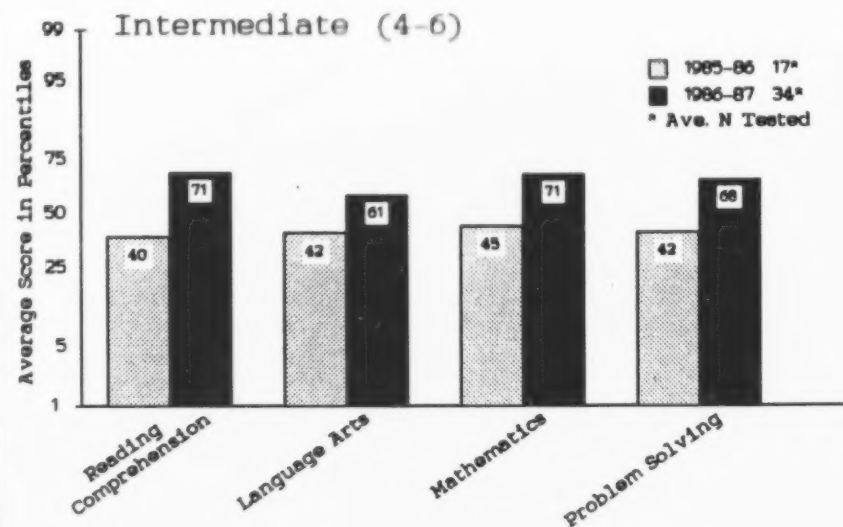
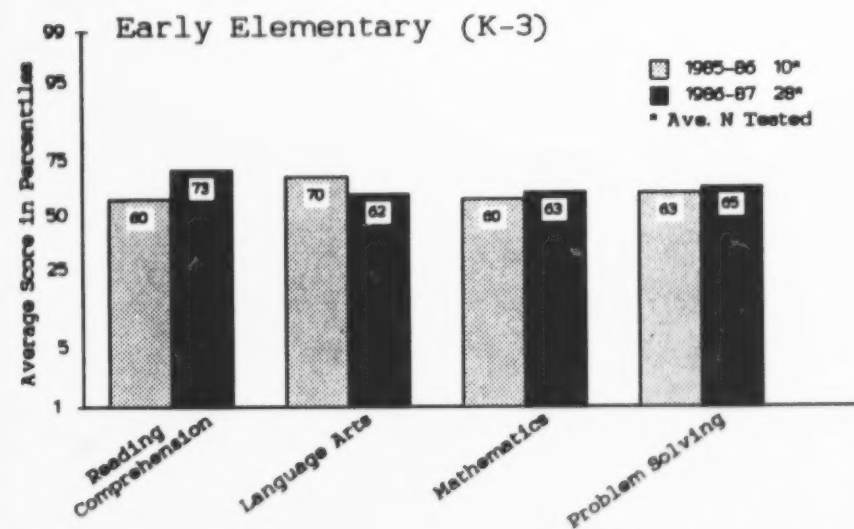
Figure 1 displays the results of the basic skills testing in Reading Comprehension, Mathematics, Mathematics Problem Solving, and Language Arts. The ITBS/TAP does not test Reading as a separate subskill. As a result, no Reading scores are presented.

The ITBS/TAP does not test Mathematics Problem Solving as a separate subskill in grades 9-12. As a result, Figure 1 does not include this information.

In 1986, there were no data for students in grades K-2. As a result, K-3 graphs for 1986 are based on grade 3 results only.

No data were available showing the percentage of students scoring above and below the 50th percentile. As a result, Figure 2 is not included in this profile.

FIGURE ONE
CHUGACH SCHOOL DISTRICT
TRENDS IN BASIC SKILLS: PERCENTILE OF AVERAGE SCORES



COPPER RIVER SCHOOLS

THE STUDENTS

In 1987, Copper River's total enrollment was 543, down from 555 in 1986 and from 565 in 1985. Over the three year period the percentage of new students entering the district was approximately 5%.

In 1987, 1986 and 1985, Copper River did not participate in the federal government's free and reduced lunch program.

Over the three year period, Copper River had the following percentages of its enrollment who were bilingual:

1987	2%
1986	2%
1985	1%

In 1987, 9% of Copper River's students qualified for special education programs. In 1986, 10% qualified.

THE CLASSROOM

There are 7 attendance areas in Copper River, covering a geographic area of 20,649 square miles. In 1987, there were 39 teachers in the district, all of whom were White. 9 of Copper River's teachers held advanced degrees.

34 of Copper River's teachers had been teaching for more than 4 years. The average teacher salary in 1987 was \$42,409.

GRADUATION REQUIREMENTS

The graduation requirements in Copper River are as follows (in credits):

Language Arts	4.0
Health	0.5
Mathematics	2.0
Physical Education	0.5
Science	2.0
Social Studies	3.5
Electives	9.5
TOTAL	22.0

BASIC SKILLS ASSESSMENT

In 1987, 1986, and 1985, Copper River used the 1978 SRA Achievement Series, administering the test in April each year. New SRA norms became available in 1985 and Copper River used the new norms in each of the years. The approximate percentage of students enrolled in the district for whom there were test results in 1987, 1986 and 1985 was 73%, 78% and 42% respectively.

Over the three year period, special education students were excluded from testing. No unusual test administration procedures were used.

Tests were scored by the test publisher and the results routinely reported to students, parents, teachers, principals, community and the school board.

ASSESSMENT RESULTS

Figures 1 and 2 display the results of the basic skills testing in Reading, Reading Comprehension, Mathematics, Mathematics Problem Solving, and Language Arts.

Figure 1 shows the trends in the average scores over the three year period. The SRA Achievement Series does not test Language Arts in grades K and 1. As a result, K-3 trends are based on students in grades 2 and 3 only.

Mathematics Problem Solving is not tested until grade 4 on the SRA Achievement Series. Accordingly, there are no K-3 trend data shown.

Figure 2 displays the percentage of students who scored above and below the 50th percentile in each of the three years.

Figure 2, like Figure 1, does not include Total Language for K-1 and Mathematics Problem Solving for grades K-3.

FIGURE ONE
COPPER RIVER SCHOOL DISTRICT
TRENDS IN BASIC SKILLS: PERCENTILE OF AVERAGE SCORES

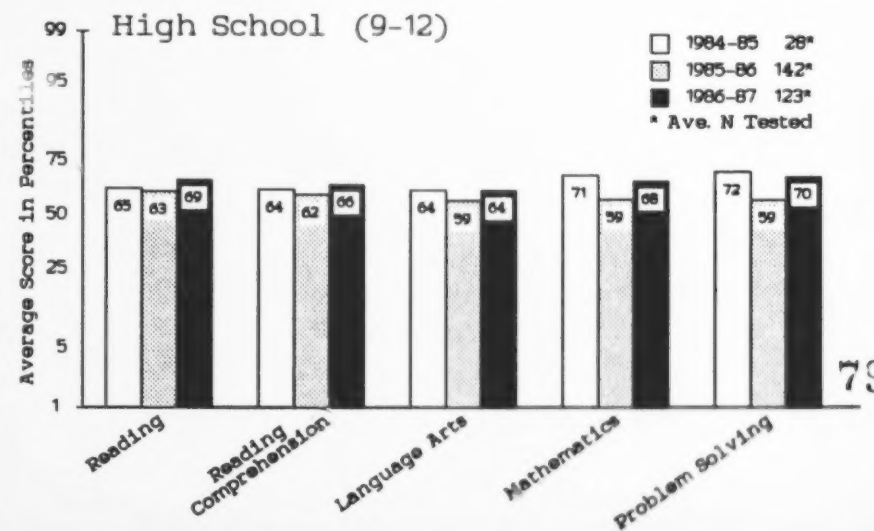
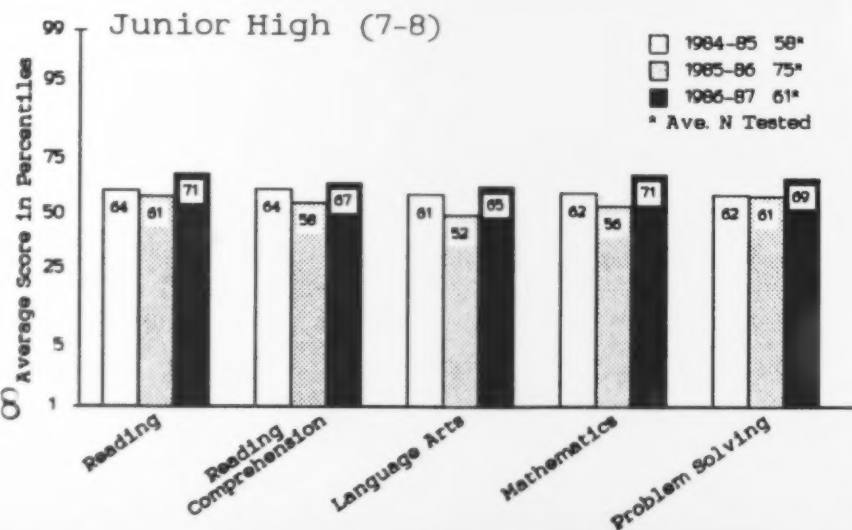
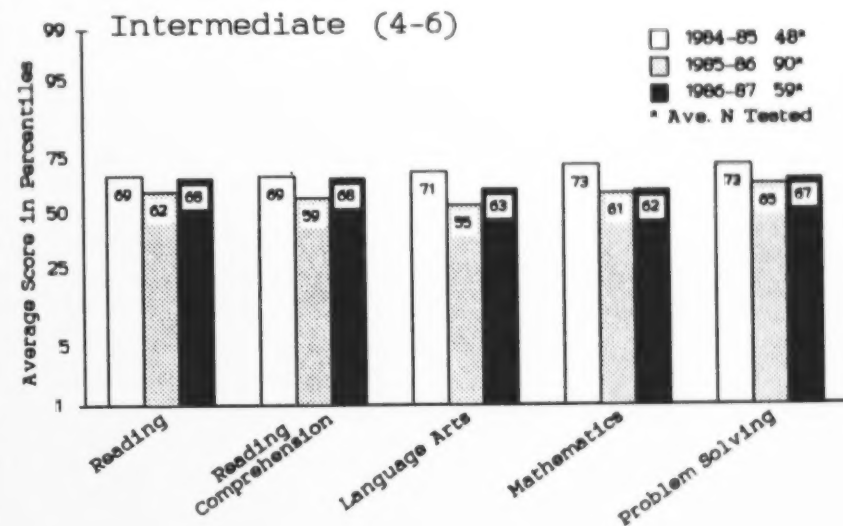
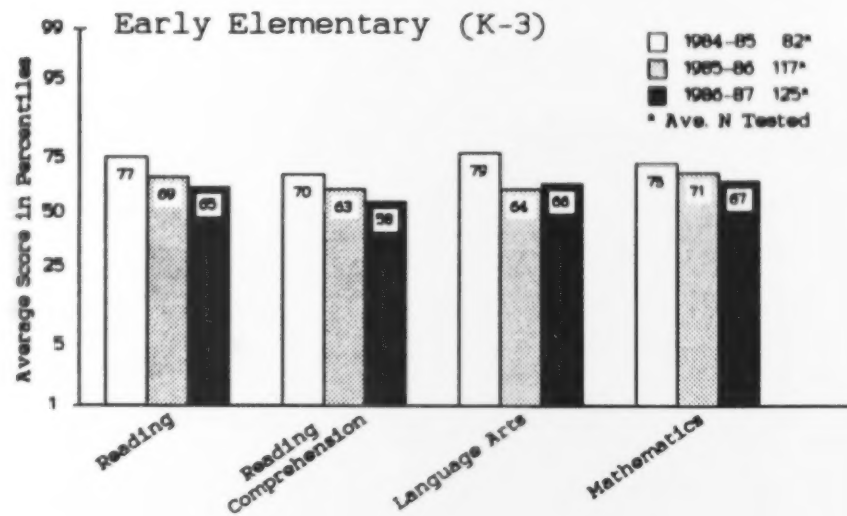
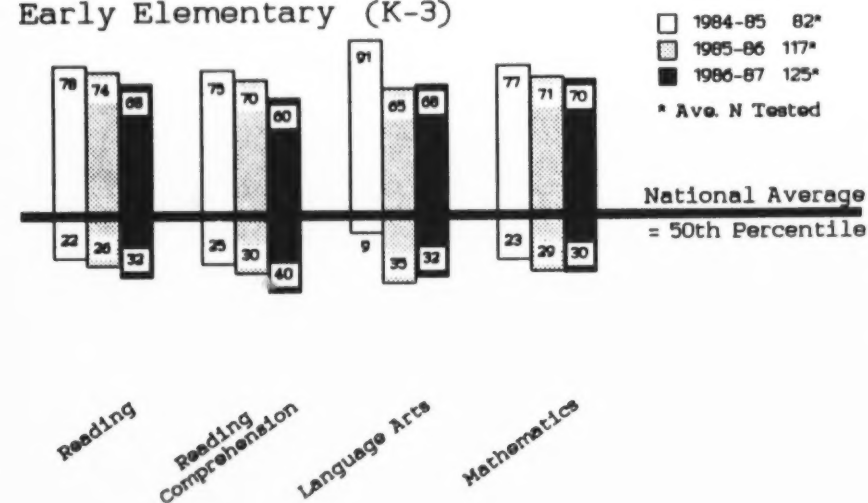
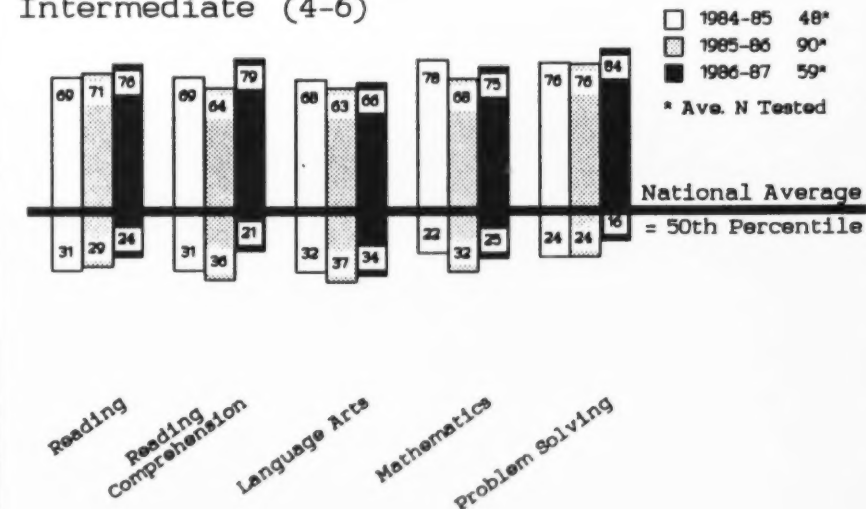


FIGURE TWO
COPPER RIVER SCHOOL DISTRICT
PERCENTAGES OF STUDENTS SCORING ABOVE AND BELOW THE NATIONAL 50th PERCENTILE

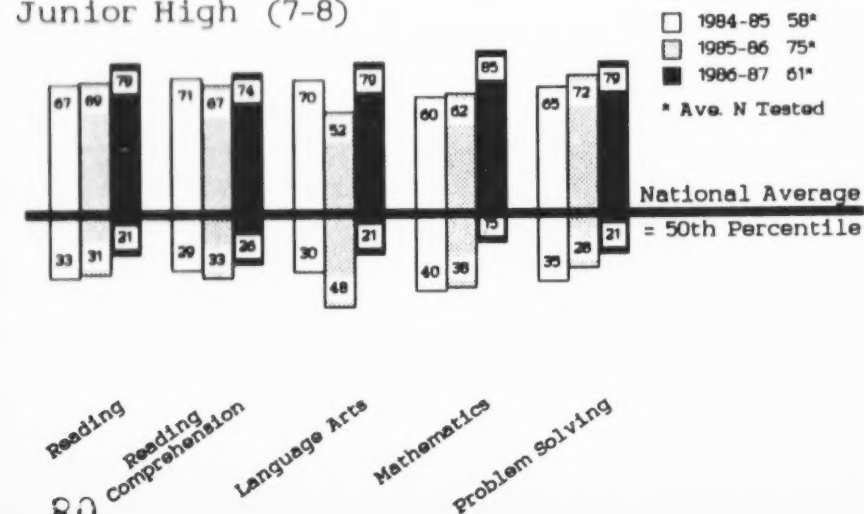
Early Elementary (K-3)



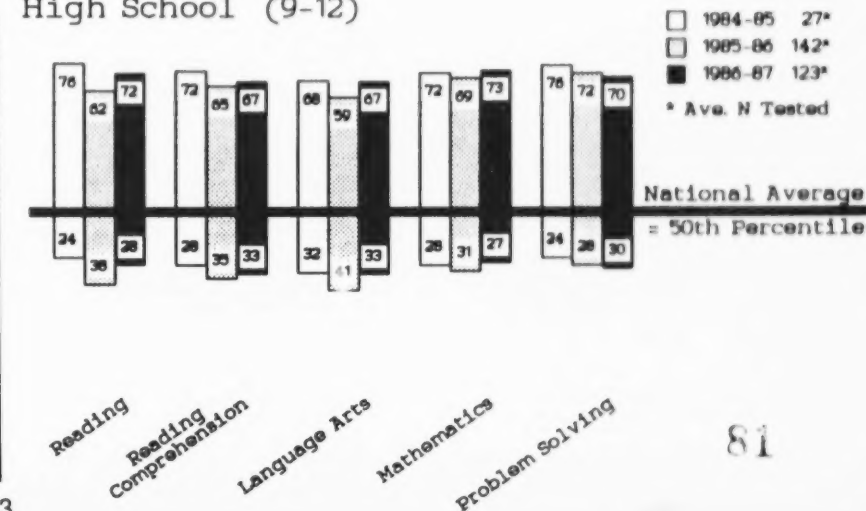
Intermediate (4-6)



Junior High (7-8)



High School (9-12)



CORDOVA CITY SCHOOLS

THE STUDENTS

In 1987, Cordova's total enrollment was 420 students, up from 404 in 1986 and 388 in 1985. Over the three year period the percentage of new students entering the district was approximately 10%.

In 1987, 20% of Cordova's students qualified for free and reduced lunches. In 1986, 14% qualified and in 1985, 14% qualified.

Over the three year period, Cordova had no bilingual students enrolled.

In both 1987 and 1986, 12% of Cordova's students qualified for special education programs.

THE CLASSROOM

There is 1 attendance area in Cordova, covering a geographic area of 6 square miles. In 1987, there were 30 teachers in the district, 29 of whom were White and 1 was Black. 6 of Cordova's teachers held advanced degrees.

27 of Cordova's teachers had been teaching for more than 4 years. The average teacher salary in 1987 was \$40,218.

GRADUATION REQUIREMENTS

The graduation requirements in Cordova are as follows (in credits):

Language Arts	4.0
Mathematics	2.0
Physical Education	2.0
Science	2.0
Social Studies	3.0
Vocational Education	1.0
Fine Arts	1.0
Electives	10.0
TOTAL	25.0

BASIC SKILLS ASSESSMENT

Cordova used the 1982 edition of the Stanford Achievement Test (SAT) in each of the three years. In the elementary school, the test was administered in January 1985 and in March in 1986 and 1987. In the high school, the test was administered in March 1985, September through November in 1986 and September and October in 1986.

The approximate percentage of students enrolled in the district for whom there were test results in 1987, 1986 and 1985 was 84%, 80% and 81% respectively.

Over the three year period, students in grades K and 12 were not tested. No unusual test administration procedures were used.

Tests were scored by the test publisher and the results routinely reported to students, parents, teachers, principals and the school board.

ASSESSMENT RESULTS

Figures 1 and 2 display the results of the basic skills testing in Reading, Reading Comprehension, Mathematics, Mathematics Problem Solving, and Language Arts.

Figure 1 shows the trends in the average scores over the three year period. The SAT does not test Total Language in grades K-2. As a result, K-3 trends are based on students in grade 3 only.

Figure 2 displays the percentage of students who scored above and below the 50th percentile in each of the three years.

Figure 2, like Figure 1, does not include Total Language for grades K-2.

FIGURE ONE
CORDOVA CITY SCHOOL DISTRICT
TRENDS IN BASIC SKILLS: PERCENTILE OF AVERAGE SCORES

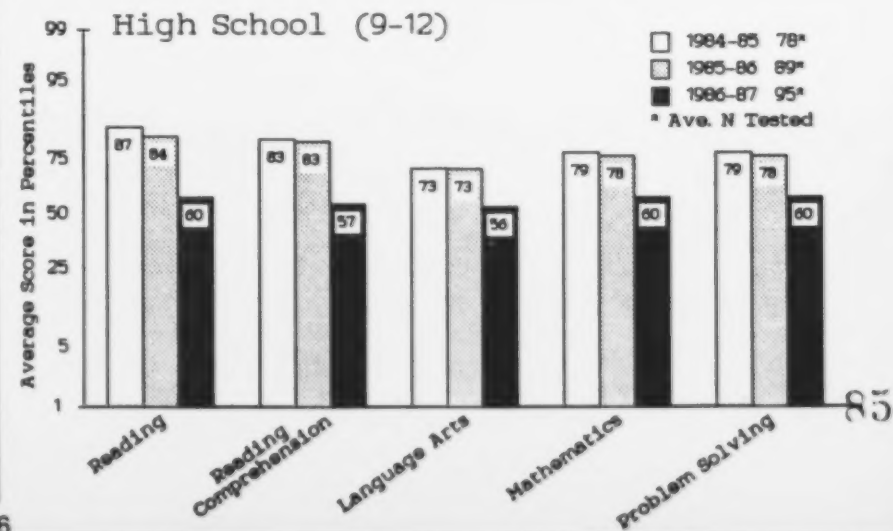
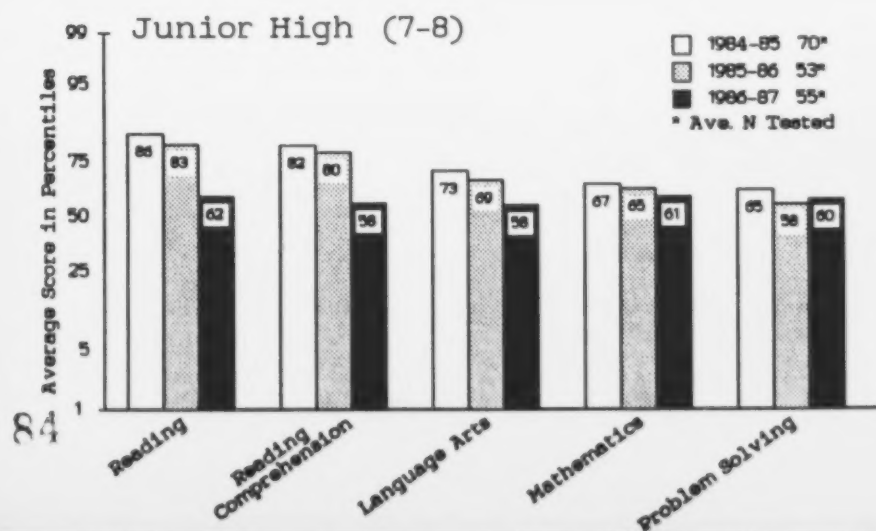
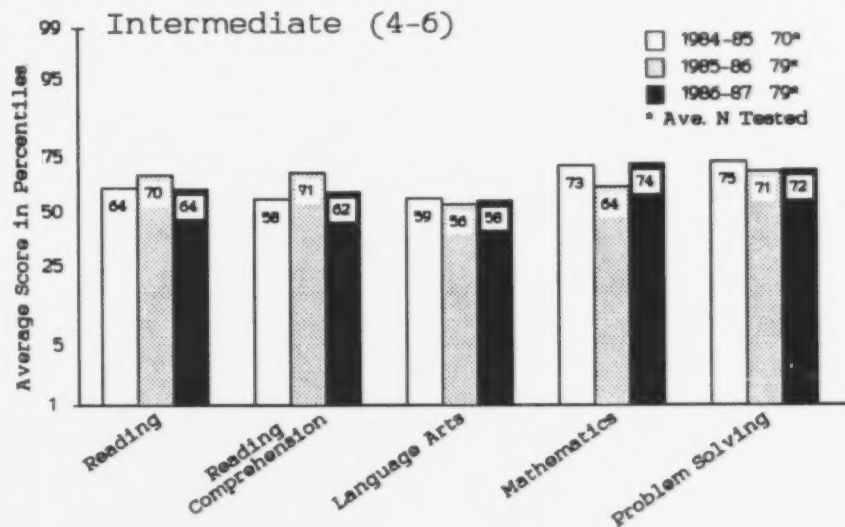
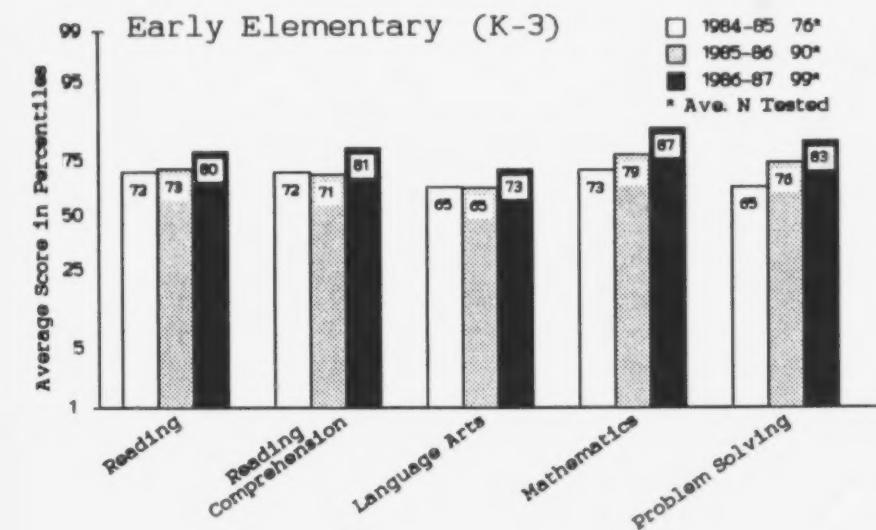
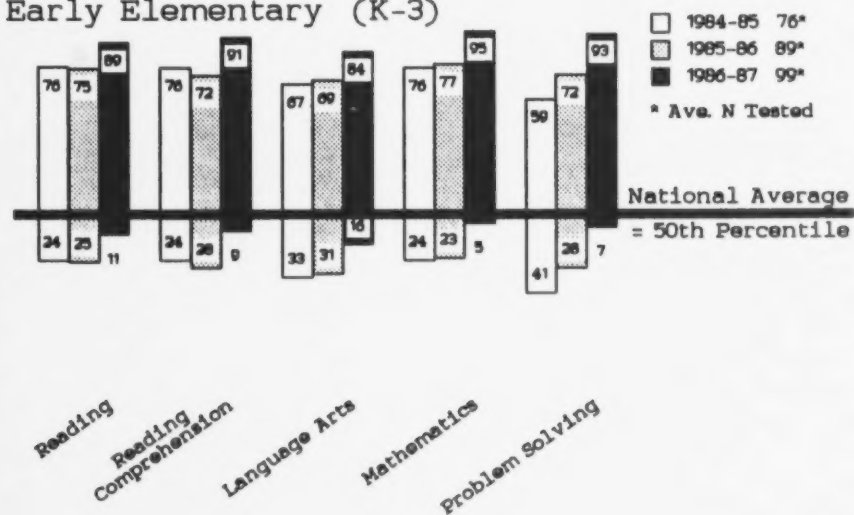
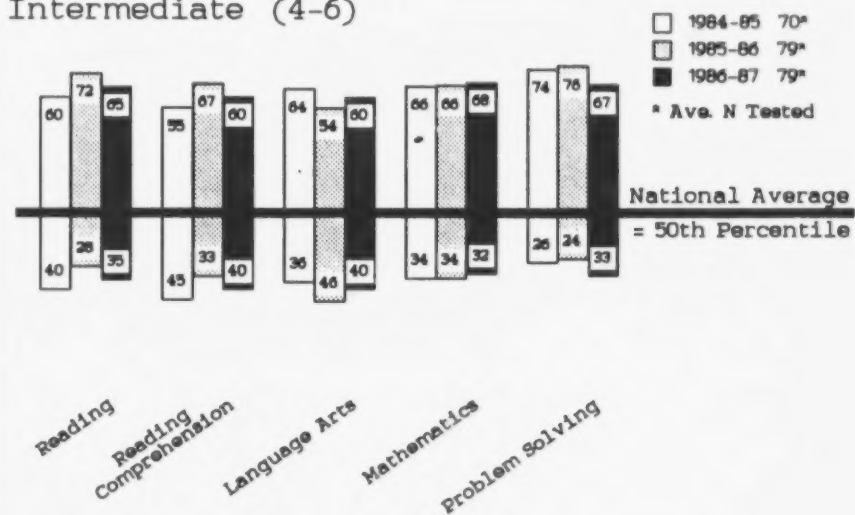


FIGURE TWO
CORDOVA CITY SCHOOL DISTRICT
PERCENTAGES OF STUDENTS SCORING ABOVE AND BELOW THE NATIONAL 50th PERCENTILE

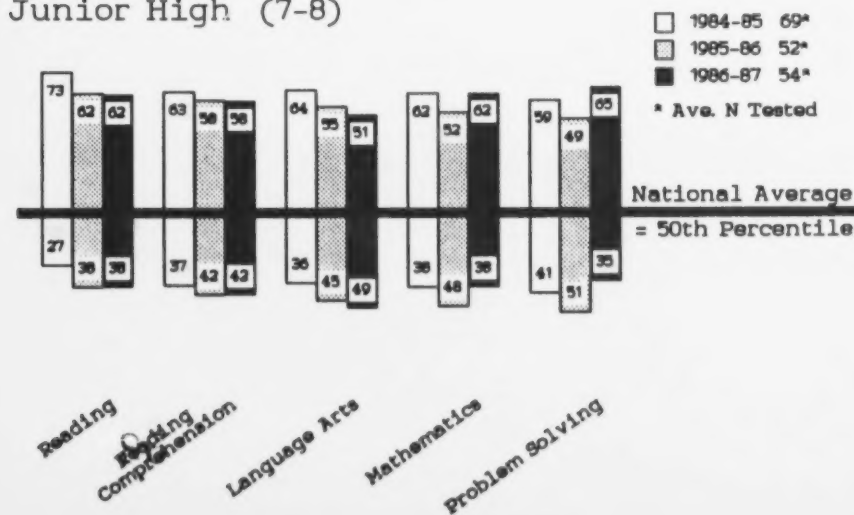
Early Elementary (K-3)



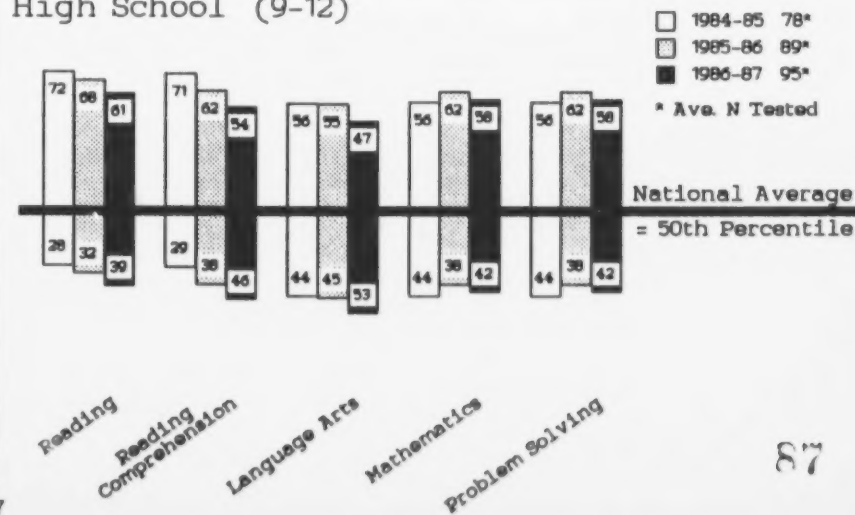
Intermediate (4-6)



Junior High (7-8)



High School (9-12)



CRAIG CITY SCHOOLS

THE STUDENTS

In 1987, Craig's total enrollment was 231 students, up from 191 in 1986 and 168 in 1985. Over the three year period, no data were available on the numbers of new students entering the district.

In 1987, 19% of Craig's students qualified for free and reduced lunches. In 1986, 20% qualified and in 1985, 37% qualified.

Over the three year period, Craig had no bilingual students enrolled.

In 1987, 13% of Craig's students qualified for special education programs. In 1986, 15% qualified.

THE CLASSROOM

There is 1 attendance area in Craig, covering a geographic area of 10 square miles. In 1987, there were 18 teachers in the district, 16 of whom were White and 2 were Alaska Native. 5 of Craig's teachers held advanced degrees.

10 of Craig's teachers had been teaching for more than 4 years. The average teacher salary in 1987 was \$30,639.

GRADUATION REQUIREMENTS

The graduation requirements in Craig are as follows (in credits):

Language Arts	4.0
Mathematics	2.0
Physical Education	2.0
Science	2.0
Social Studies	3.0
Electives	8.0
TOTAL	21.0

BASIC SKILLS ASSESSMENT

Craig used the 1982 norms for the 1978 edition of the Iowa Test of Basic Skills/Tests of Achievement and Proficiency (ITBS/TAP), administering the test in May each year. The approximate percentage of students enrolled in the district for whom there were test results in 1987, 1986 and 1985 was 91%, 93% and 50% respectively.

Over the three year period, no groups of students were systematically excluded from testing. In 1987, several students were tested at levels other than their assigned grade level.

Tests were scored by the test publisher and the results routinely reported to students, parents, teachers, principals and the school board.

ASSESSMENT RESULTS

Figures 1 and 2 display the results of the basic skills testing in Reading Comprehension, Mathematics, Mathematics Problem Solving, and Language Arts. The ITBS/TAP does not test Reading as a separate subskill. As a result, no Reading scores are presented.

The ITBS/TAP does not test Mathematics Problem Solving as a separate subskill in grades 9-12. As a result, Figure 1 does not include this information.

No data were available for grades 7-12 in any content area for 1985. As a result, Figure 1 does not include this information.

Figure 2 displays the percentage of students who scored above and below the 50th percentile for 1987 only. 1985 and 1986 results were not available.

FIGURE ONE
CRAIG CITY SCHOOL DISTRICT
TRENDS IN BASIC SKILLS: PERCENTILE OF AVERAGE SCORES

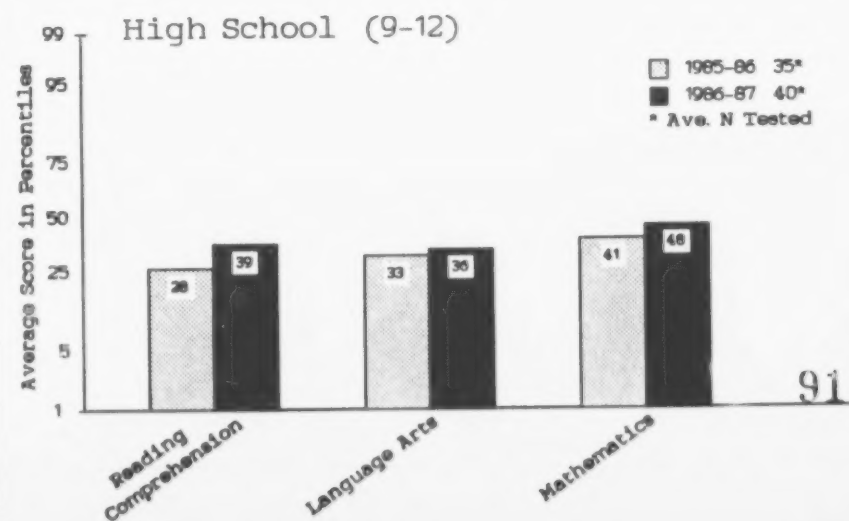
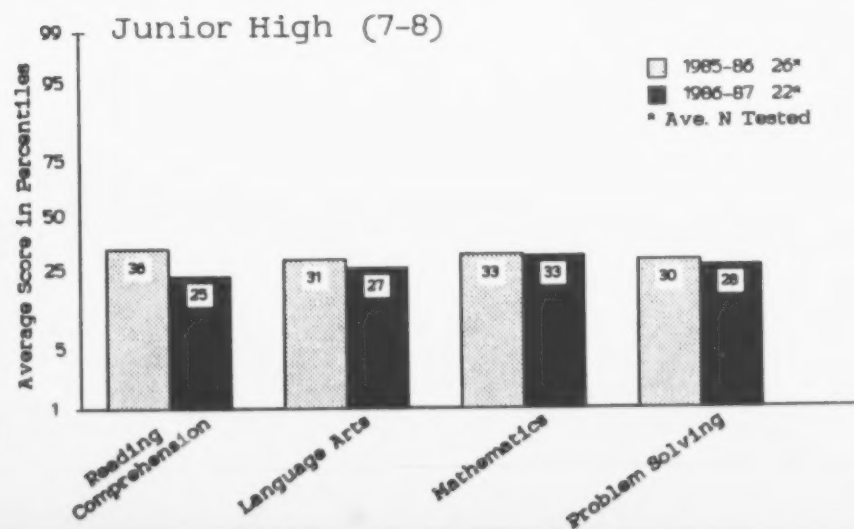
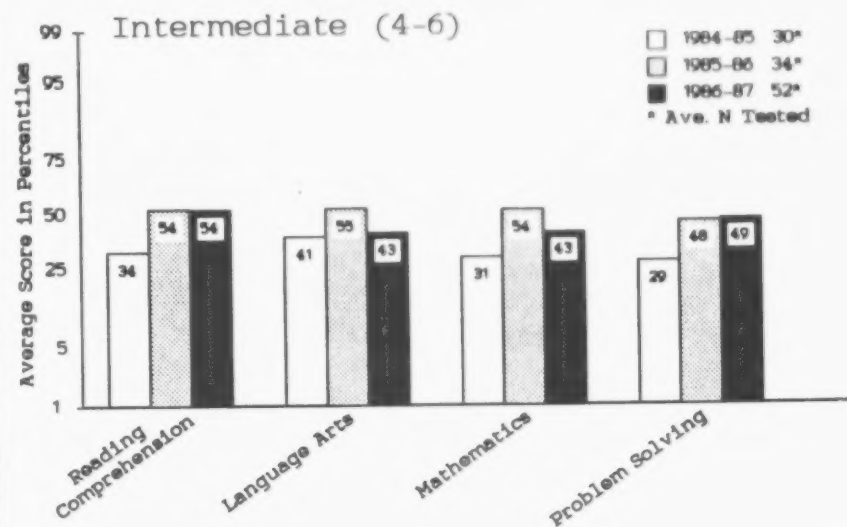
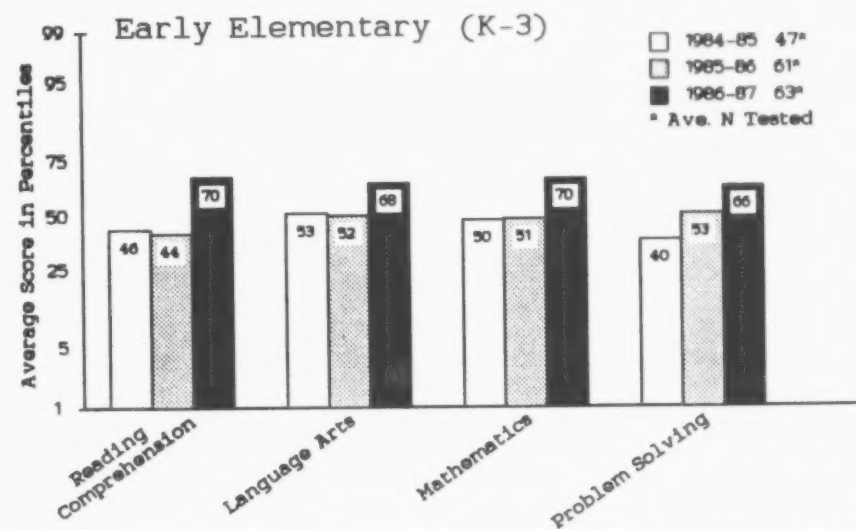
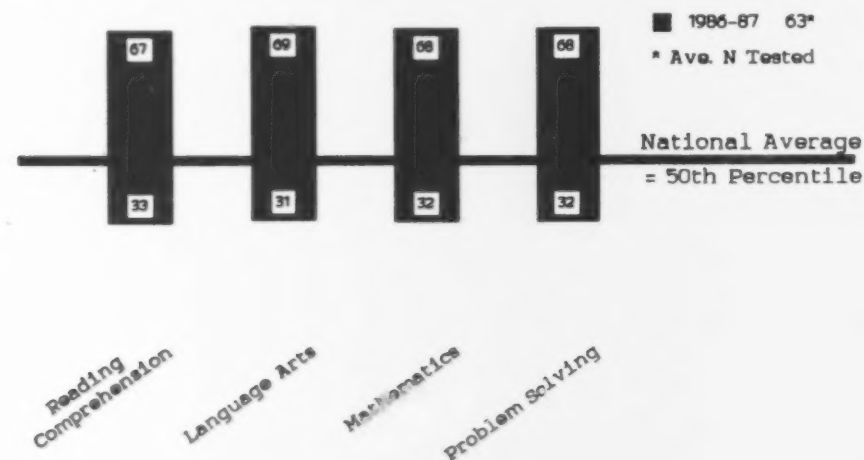
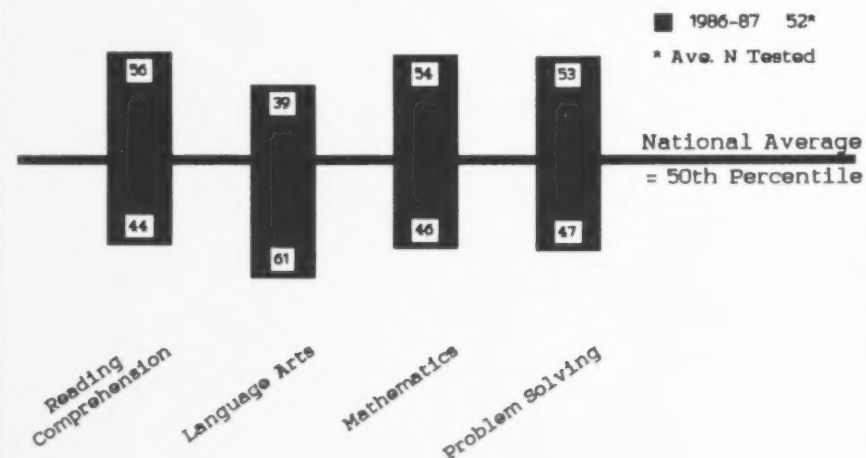


FIGURE TWO
CRAIG CITY SCHOOL DISTRICT
PERCENTAGES OF STUDENTS SCORING ABOVE AND BELOW THE NATIONAL 50th PERCENTILE

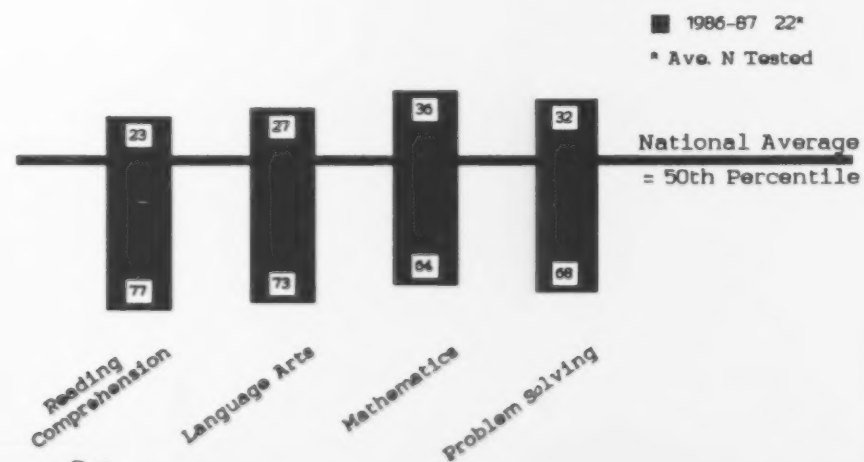
Early Elementary (K-3)



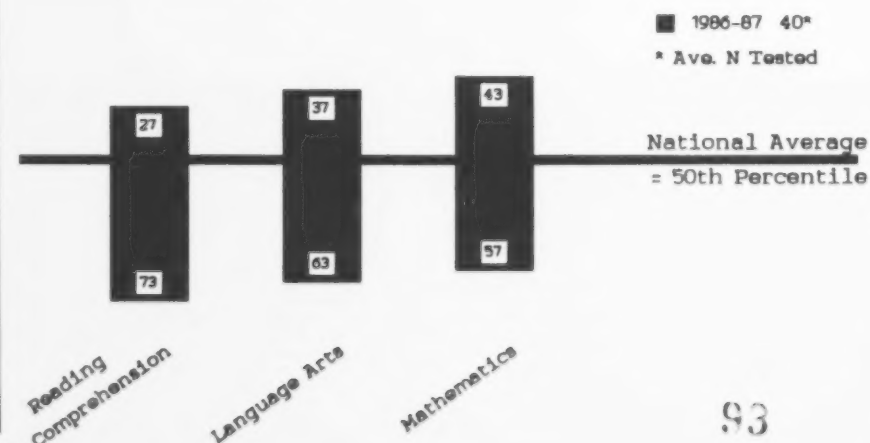
Intermediate (4-6)



Junior High (7-8)



High School (9-12)



DELTA/GREELY SCHOOLS

THE STUDENTS

In 1987, Delta/Greely's total enrollment was 930, down from 1005 in 1986 and from 975 in 1985. Over the three year period the percentage of new students entering the district was approximately 35%.

In 1987, 27% of Delta/Greely's students qualified for free and reduced lunches. In 1986, 23% qualified and in 1985, 24% qualified.

Over the three year period, Delta/Greely had no bilingual students enrolled.

In 1987, 15% of Delta/Greely's students qualified for special education programs. In 1986, 12% qualified.

THE CLASSROOM

There are 4 attendance areas in Delta/Greely, covering a geographic area of 7,182 square miles. In 1987, there were 61 teachers in the district, 60 of whom were White and 1 was Black. 15 of Delta/Greely's teachers held advanced degrees.

53 of Delta/Greely's teachers had been teaching for more than 4 years. The average teacher salary in 1987 was \$41,847.

GRADUATION REQUIREMENTS

The graduation requirements in Delta/Greely are as follows (in credits):

Language Arts	4.0
Mathematics	2.0
Physical Education	1.0
Science	2.0
Social Studies	3.0
Fine Arts	1.0
Electives	8.0
TOTAL	21.0

BASIC SKILLS ASSESSMENT

Delta/Greely used the 1985 edition of the SRA Survey of Basic Skills in 1987 and in 1986, administering the test in April each year. In 1985, Delta/Greely used the 1985 SRA Achievement Series. The approximate percentage of students enrolled in the district for whom there were test results in 1987, 1986 and 1985 was 80%, 72%, and 86% respectively.

Over the three year period, high school seniors and kindergarten students were excluded from testing. Out-of-level testing was used for handicapped special education students.

Tests were scored by the test publisher and the results routinely reported to students, parents, teachers, principals, community, media and the school board.

ASSESSMENT RESULTS

Figures 1 and 2 display the results of the basic skills testing in Reading, Reading Comprehension, Mathematics, Mathematics Problem Solving, and Language Arts.

Figure 1 shows the trends in the average scores from 1986 to 1987. Results from testing in 1985 are not included as they are based on a different test.

Figure 2 displays the percentage of students who scored above and below the 50th percentile in 1986 and 1987. Like Figure 1, Figure 2 does not include the results from 1985.

FIGURE ONE
DELTA/GREELY SCHOOL DISTRICT
TRENDS IN BASIC SKILLS: PERCENTILE OF AVERAGE SCORES

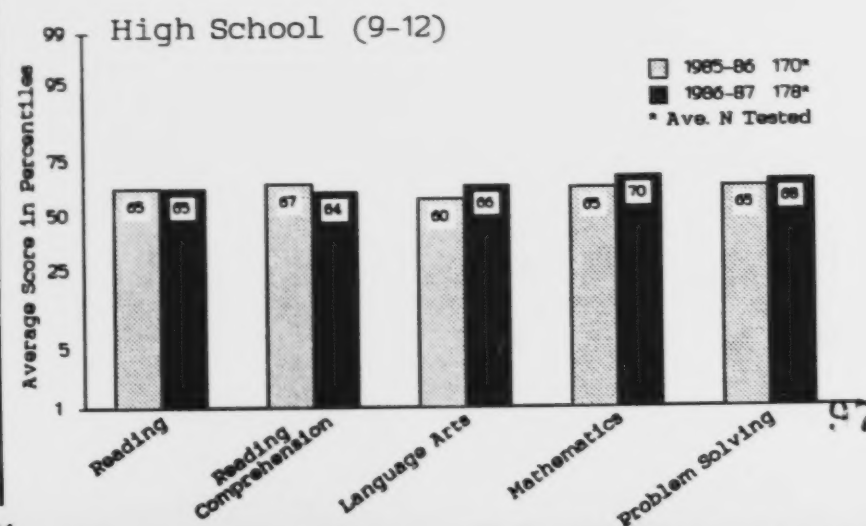
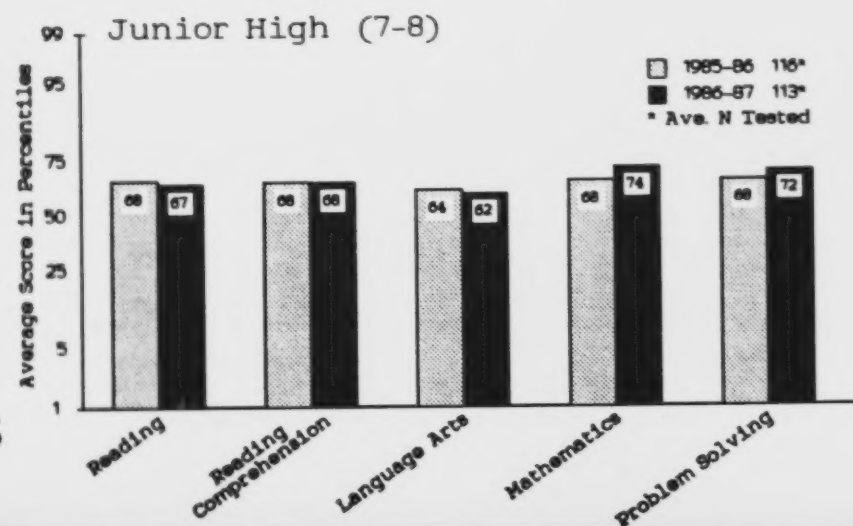
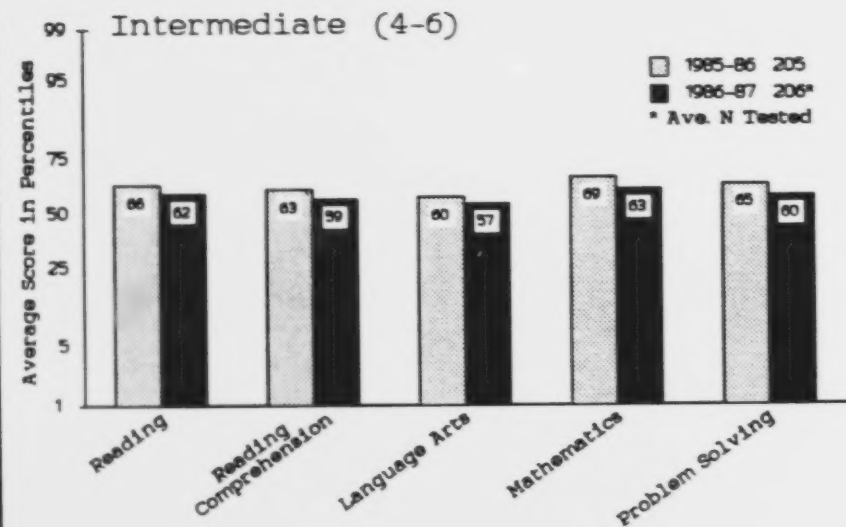
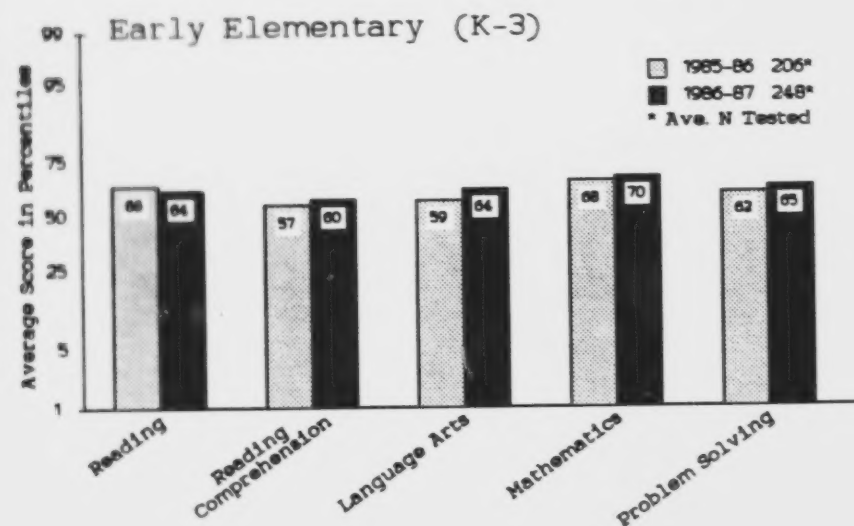
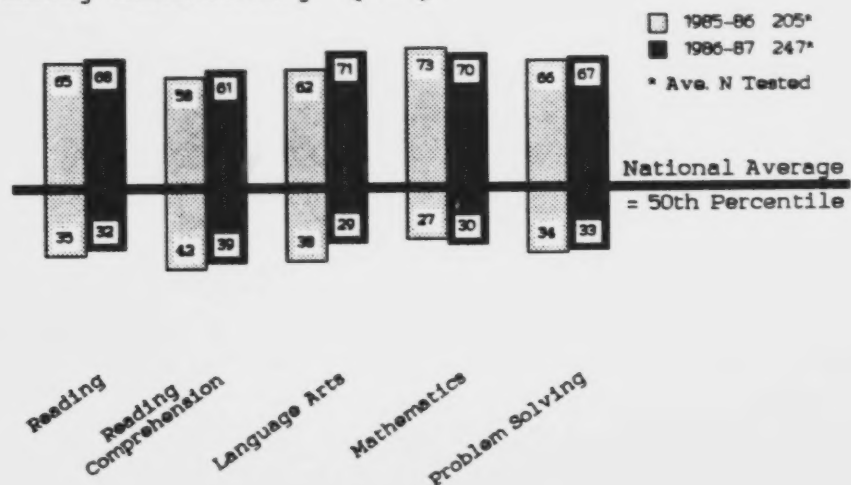
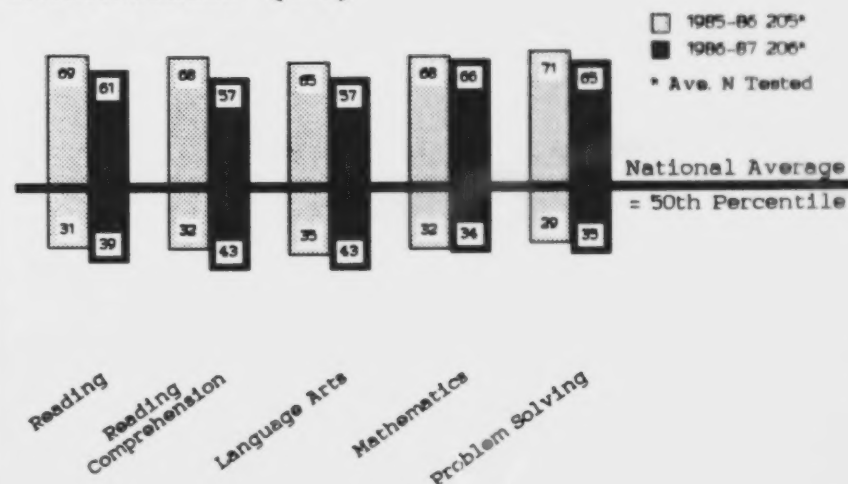


FIGURE TWO
DELTA GREELY SCHOOL DISTRICT
PERCENTAGES OF STUDENTS SCORING ABOVE AND BELOW THE NATIONAL 50th PERCENTILE

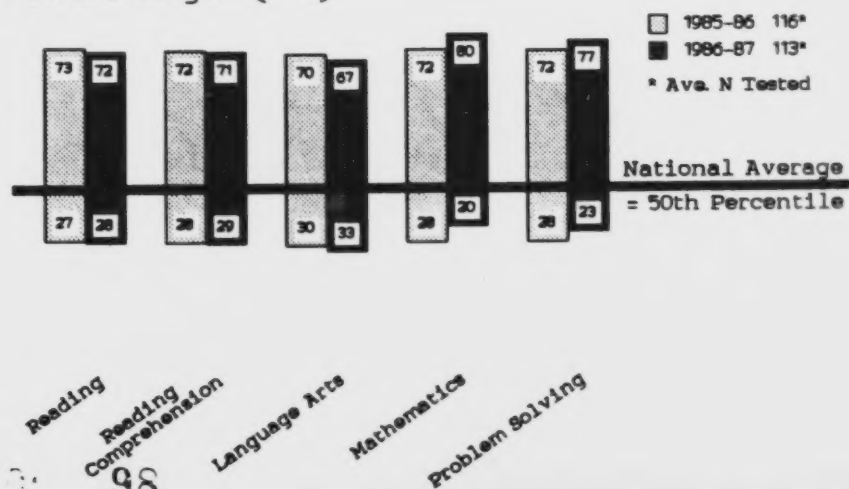
Early Elementary (K-3)



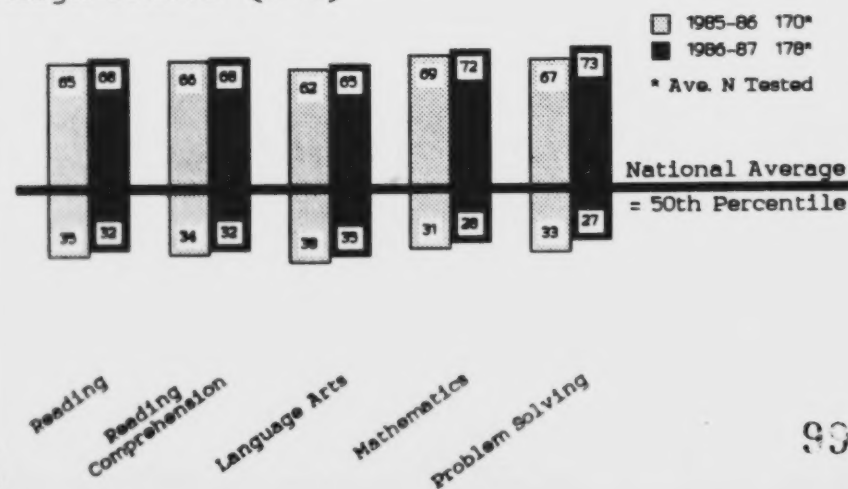
Intermediate (4-6)



Junior High (7-8)



High School (9-12)



DILLINGHAM CITY SCHOOLS

THE STUDENTS

In 1987, Dillingham's total enrollment was 447 students, up from 431 in 1986 and 411 in 1985. Over the three year period the percentage of new students entering the district was approximately 9%.

In 1987, 18% of Dillingham's students qualified for free and reduced lunches. In 1986, 17% qualified and in 1985, 23% qualified.

Over the three year period, Dillingham had the following percentages of its enrollment who were bilingual:

1987	15%
1986	16%
1985	15%

In 1987, 10% of Dillingham's students qualified for special education programs. In 1986, 9% qualified.

THE CLASSROOM

There is 1 attendance area in Dillingham, covering a geographic area of 22 square miles. In 1987, there were 44 teachers in the district, 40 of whom were White and 4 were Alaska Native. 16 of Dillingham's teachers held advanced degrees.

38 of Dillingham's teachers had been teaching for more than 4 years. The average teacher salary in 1987 was \$36,495.

GRADUATION REQUIREMENTS

The graduation requirements in Dillingham are as follows (in credits):

Language Arts	4.0
Health	0.5
Mathematics	2.0
Physical Education	2.0
Science	2.0
Social Studies	3.5
Vocational Education	5.0
Electives	5.0

TOTAL 24.0

BASIC SKILLS ASSESSMENT

In 1987 and 1986 Dillingham used the 1985 edition of the SRA Survey of Basic Skills, administering the test in April each year. In 1985, Dillingham used the 1978 SRA Achievement Series.

The approximate percentage of students enrolled in the district for whom there were test results in 1987, 1986, and 1985 was 84%, 95% and 88% respectively.

Over the three year period, special education students were excluded from testing. No unusual test administration procedures were used.

Tests were scored by the test publisher and the results routinely reported to students, parents, teachers, principals and the school board.

ASSESSMENT RESULTS

Figures 1 and 2 display the results of the basic skills testing in Reading, Reading Comprehension, Mathematics, Mathematics Problem Solving, and Language Arts.

Figure 1 shows the trends in the average scores from 1986 to 1987. Results from testing in 1985 are not included as they are based on a different test. In 1986, no results were available for K-6 Mathematics Problem Solving and Reading Comprehension. As a result, there are no graphs for K-3 in those areas and the graph for 4-6 is based on 6th grade students only.

Figure 2 displays the percentage of students who scored above and below the 50th percentile for some grade groupings in 1986 only. Like Figure 1, Figure 2 does not include the results from 1985.

For 1986, results showing the percentage of K-5 students scoring above and below the 50th percentile were not available for any content area. As a result, there are no graphs for K-3 and the graph for 4-6 is based on 6th grade students only.

No results showing the percentage of students scoring above and below the 50th percentile were available for 1987.

FIGURE ONE
DILLINGHAM CITY SCHOOL DISTRICT
TRENDS IN BASIC SKILLS: PERCENTILE OF AVERAGE SCORES

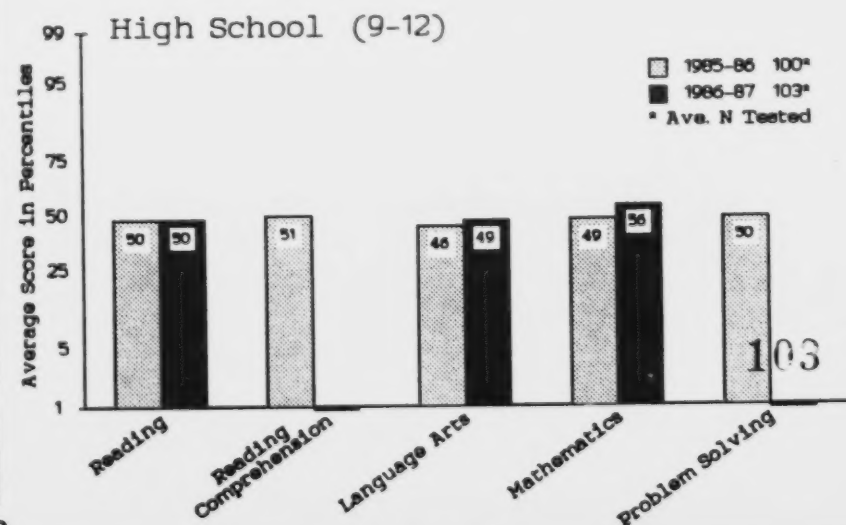
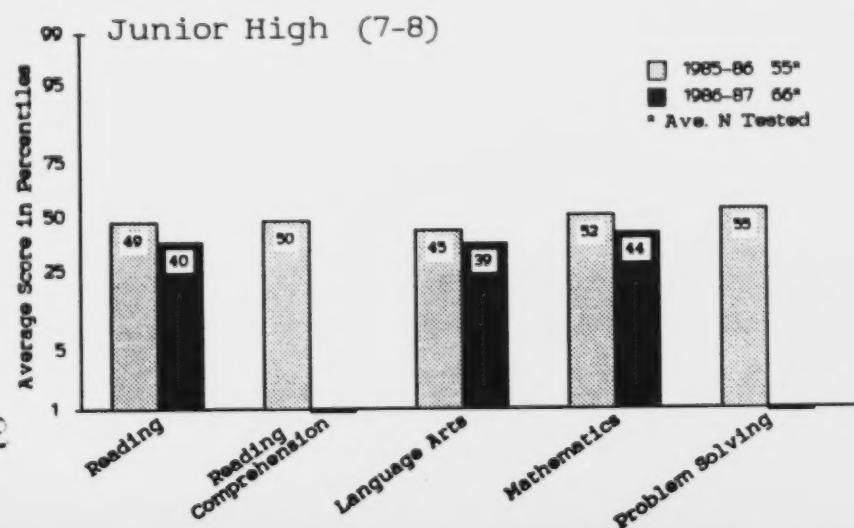
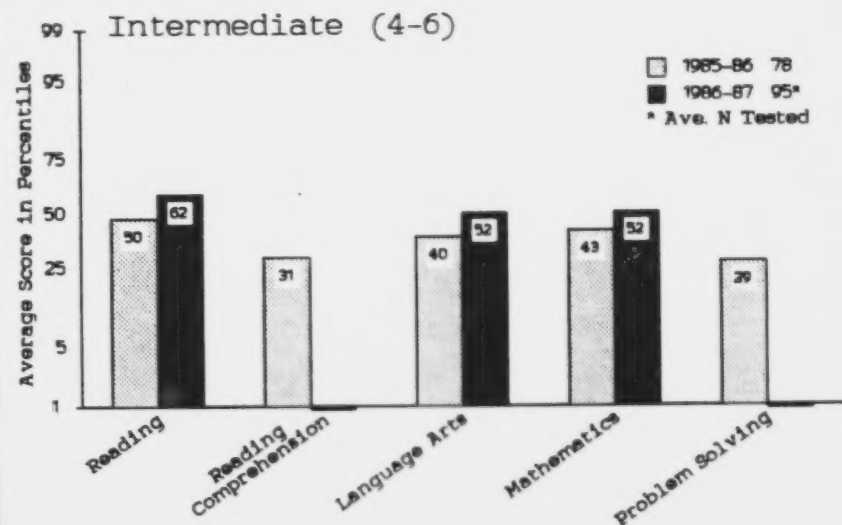
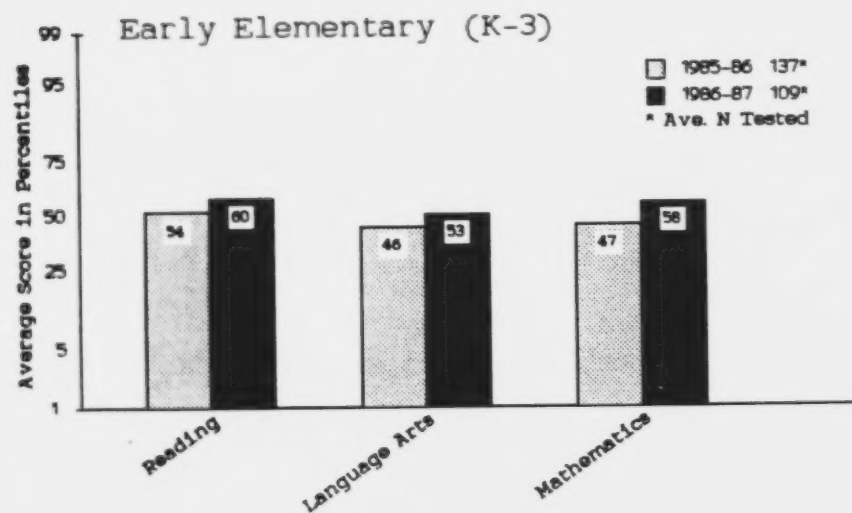
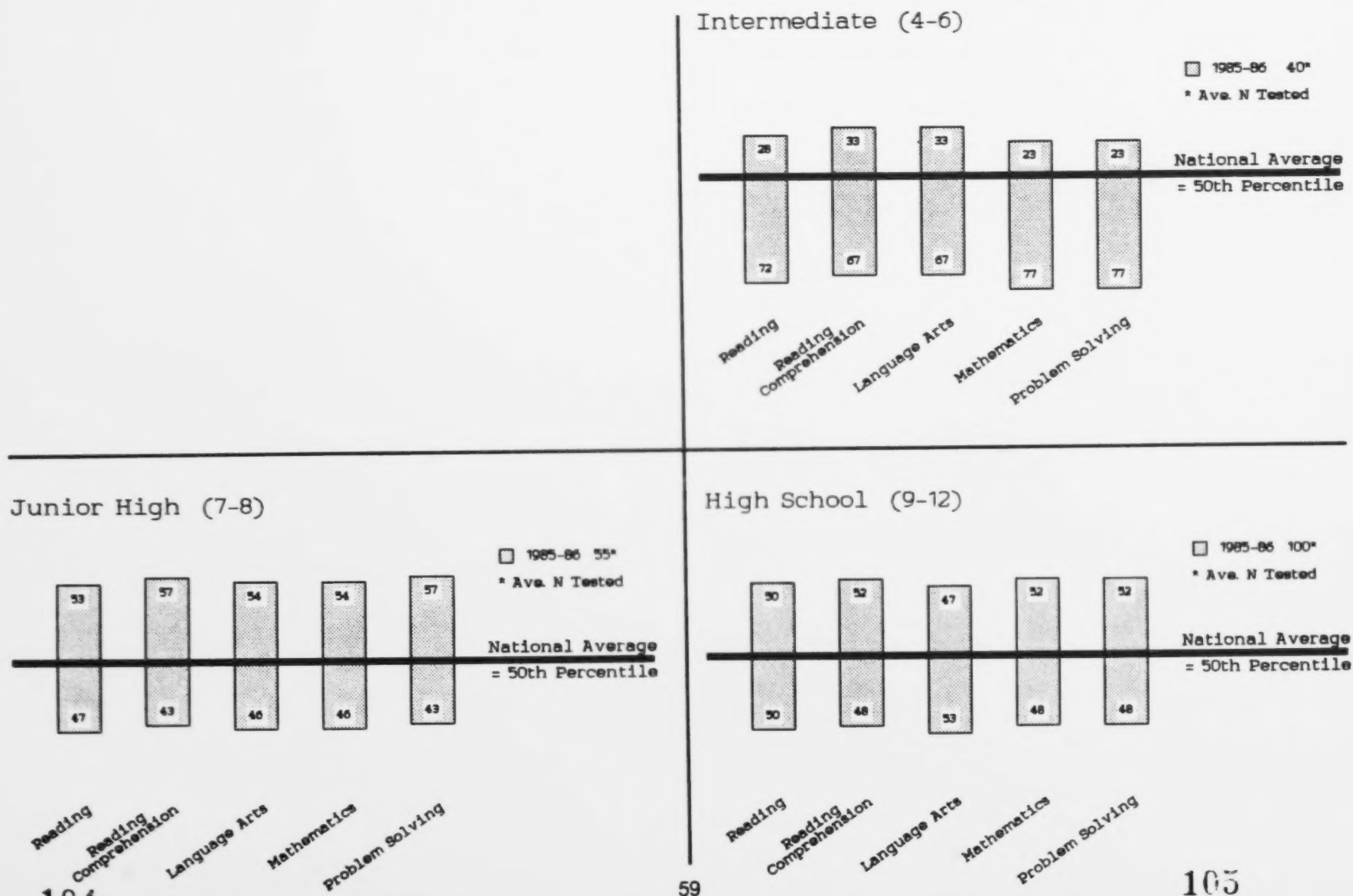


FIGURE TWO
DILLINGHAM CITY SCHOOL DISTRICT
PERCENTAGES OF STUDENTS SCORING ABOVE AND BELOW THE NATIONAL 50th PERCENTILE



FAIRBANKS NORTH STAR BOROUGH SCHOOLS

THE STUDENTS

In 1987, Fairbanks' total enrollment was 13,297 students, up from 13,086 in 1986 and 12,832 in 1985. Over the three year period the percentage of new students entering the district was approximately 25%.

In 1987, 15% of Fairbanks' students qualified for free and reduced lunches. In 1986, 17% qualified and in 1985, 14% qualified.

Over the three year period, Fairbanks had the following percentages of its enrollment who were bilingual:

1987	3%
1986	2%
1985	2%

In 1987, 11% of Fairbanks' students qualified for special education programs. In 1986, 10% qualified.

THE CLASSROOM

There are 32 attendance areas in Fairbanks, covering a geographic area of 7500 square miles. In 1987, there were 841 teachers in the district, 786 of whom were White, 32 were Black, 7 were Hispanic, 3 were Asian or Pacific Islander, 7 were American Indian, and 6 were Alaska Native. 325 of Fairbanks' teachers held advanced degrees.

701 of Fairbanks' teachers had been teaching for more than 4 years. The average teacher salary in 1987 was \$35,456.

GRADUATION REQUIREMENTS

The graduation requirements in Fairbanks are as follows (in credits):

Language Arts	4.0
Mathematics	2.0
Physical Education	2.0
Science	2.0
Social Studies	3.0
Electives	8.0
TOTAL	21.0

BASIC SKILLS ASSESSMENT

In 1986 and 1987 Fairbanks used the 1985 edition of the Iowa Test of Basic Skills/Tests of Achievement and Proficiency (ITBS/TAP), administering the test in April, 1986 and March, 1987. In March, 1985, Fairbanks used the 1975 edition of the Comprehensive Test of Basic Skills.

The approximate percentage of students enrolled in the district for whom there were test results in 1987, 1986 and 1985 was 28% in all years.

In 1986 and 1987 students in grades 3,6,8 and 10 were tested. Students in other grades were not tested. Special education students who were served less than 50% of the time in the regular classroom, bilingual students who could not read or speak English, and visually impaired students were not tested.

Tests were scored by the test publisher and the results routinely reported to students, parents, teachers, principals, community, media and the school board.

ASSESSMENT RESULTS

Figures 1 and 2 display the results of the basic skills testing in Reading Comprehension, Mathematics, Mathematics Problem Solving, and Language Arts. The ITBS/TAP does not test Reading as a separate subskill. As a result, no Reading scores are presented.

The ITBS/TAP does not test Mathematics Problem Solving as a separate subskill in grades 9-12. As a result, Figure 1 does not include this information.

Figure 2 displays the percentage of students scoring above and below the 50th percentile. Like Figure 1, Figure 2 does not include Mathematics Problem Solving for grades 9-12.

In both Figure 1 and Figure 2, the K-3 graphs are based on the results of students in grade 3; the 4-6 graphs are based on the results of students in grade 6; the 7-8 graphs are based on the results of students in grade 8; and the 9-12 graphs based on the performance of students in grade 10.

FIGURE ONE
FAIRBANKS NORTH STAR SCHOOL DISTRICT
TRENDS IN BASIC SKILLS: PERCENTILE OF AVERAGE SCORES

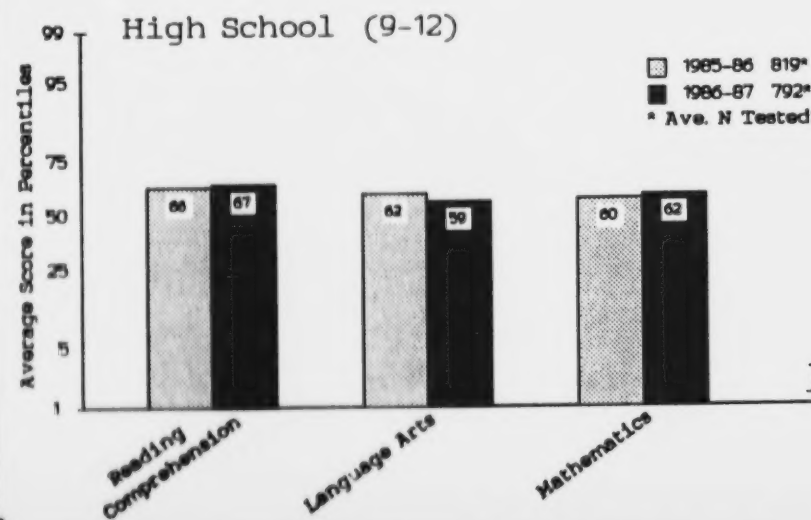
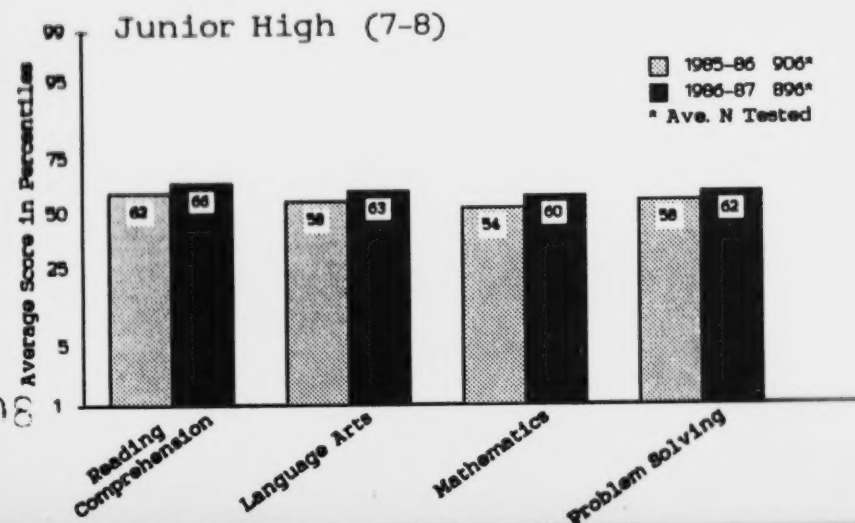
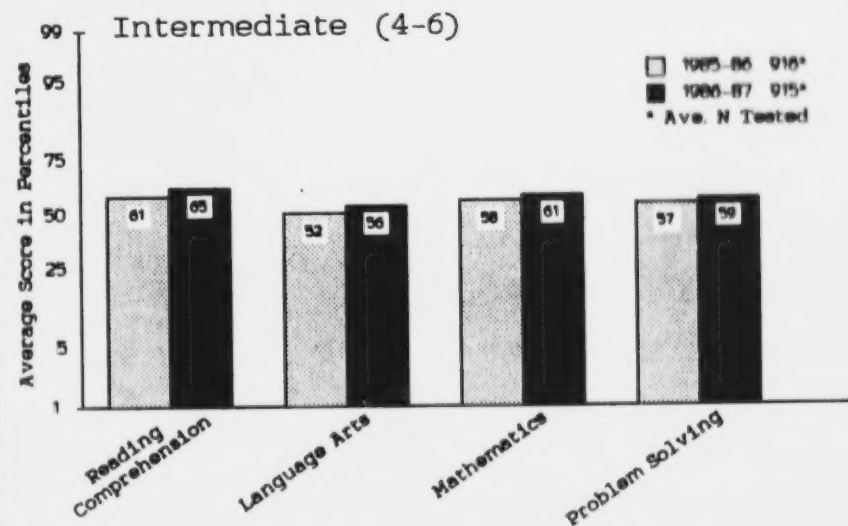
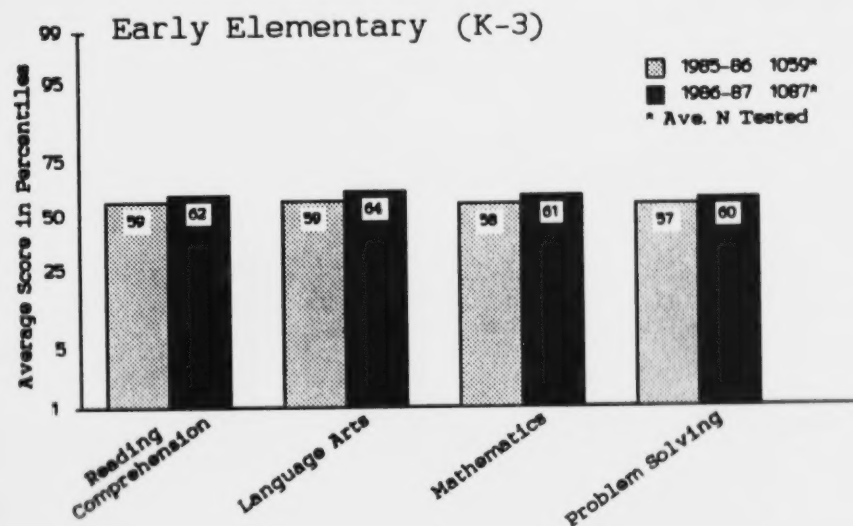
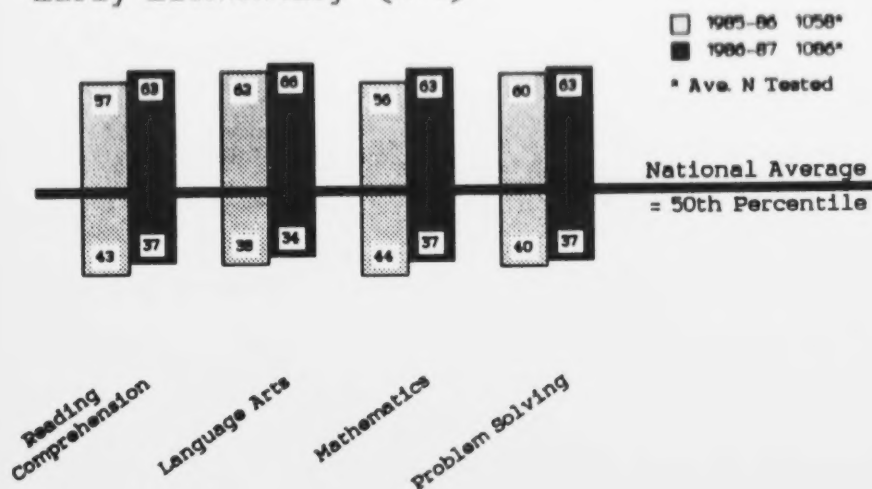
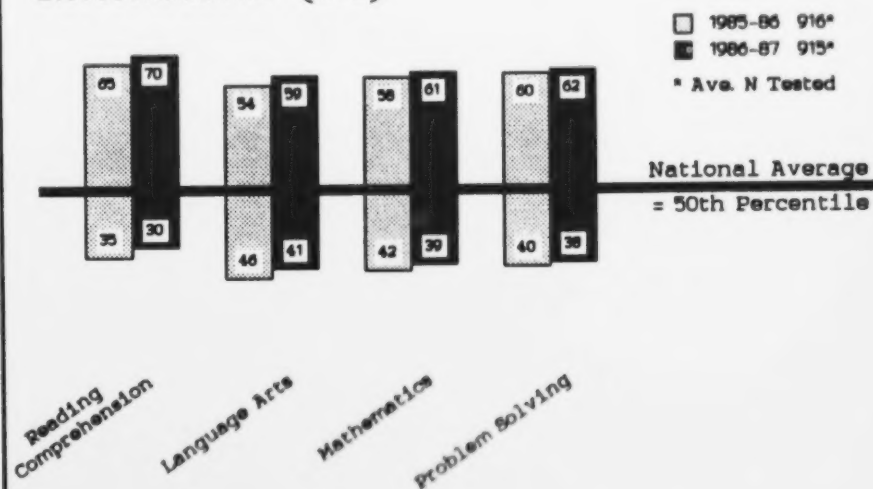


FIGURE TWO
FAIRBANKS NORTH STAR SCHOOL DISTRICT
PERCENTAGES OF STUDENTS SCORING ABOVE AND BELOW THE NATIONAL 50th PERCENTILE

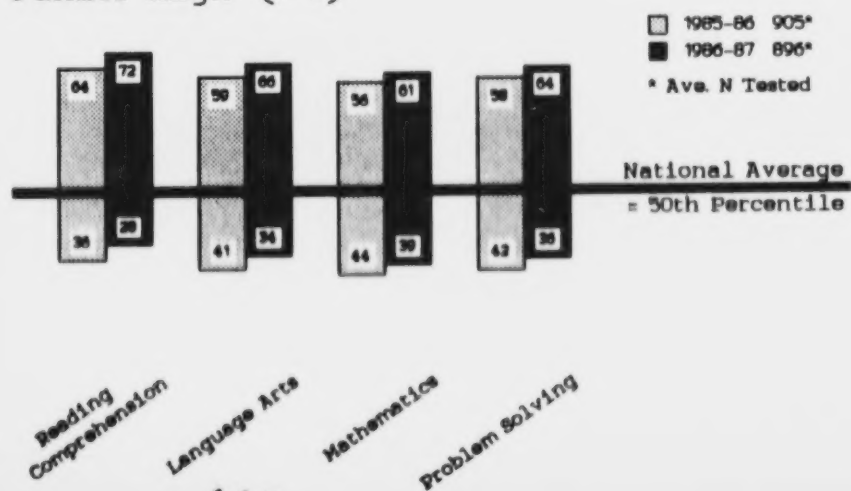
Early Elementary (K-3)



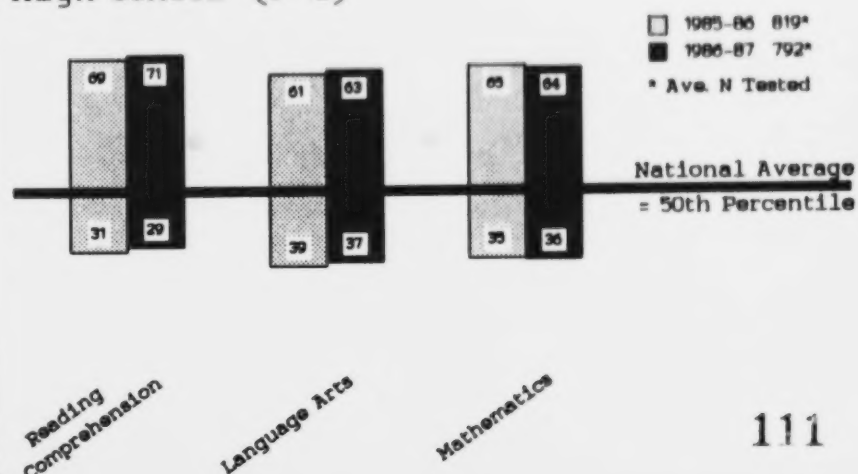
Intermediate (4-6)



Junior High (7-8)



High School (9-12)



GALENA CITY SCHOOLS

THE STUDENTS

In 1987, Galena's total enrollment was 160, up from 148 in 1986 and 138 in 1985. Over the three year period the percentage of new students entering the district was approximately 2%.

In 1987, 21% of Galena's students qualified for free and reduced lunches. In 1986, 19% qualified and in 1985, 17% qualified.

Over the three year period, Galena had no bilingual students enrolled:

In 1987, 11% of Galena's students qualified for special education programs. In 1986, 13% qualified.

THE CLASSROOM

There is 1 attendance area in Galena, covering a geographic area of 24 square miles. In 1987, there were 19 teachers in the district, 18 of whom were White and 1 was Alaska Native. 7 of Galena's teachers held advanced degrees.

18 of Galena's teachers had been teaching for more than 4 years. The average teacher salary in 1987 was \$43,791.

GRADUATION REQUIREMENTS

The graduation requirements in Galena are as follows (in credits):

Language Arts	4.0
Mathematics	2.5
Physical Education	2.0
Science	2.5
Social Studies	4.0
Vocational Education	1.5
Electives	8.5

TOTAL	25.0
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BASIC SKILLS ASSESSMENT

In 1987, Galena used the 1985 edition of the SRA Survey of Basic Skills, administering the test in April. In April, 1986 and 1985, Galena used the 1978 edition of the SRA Achievement Series.

The approximate percentage of students enrolled in the district for whom there were test results in 1987, 1986 and 1985 was 97%, 100% and 88% respectively.

Over the three year period, no groups of students were systematically excluded from testing and no unusual test administration procedures were used.

Tests were scored by the test publisher and the results routinely reported to students, parents, teachers, principals and the school board.

All students in grades K-12 were eligible to be tested.

ASSESSMENT RESULTS

Figures 1 and 2 display the results of the basic skills testing in Reading, Reading Comprehension, Mathematics, Mathematics Problem Solving, and Language Arts.

Figure 1 shows the average scores for 1987. Results from 1986 and 1985 are not included as they are based on a different test.

Figure 2 displays the percentage of students scoring above and below the 50th percentile in 1987. Like Figure 1, Figure 2 does not include the results from 1986 and 1985.

FIGURE ONE
GALENA CITY SCHOOL DISTRICT
TRENDS IN BASIC SKILLS: PERCENTILE OF AVERAGE SCORES

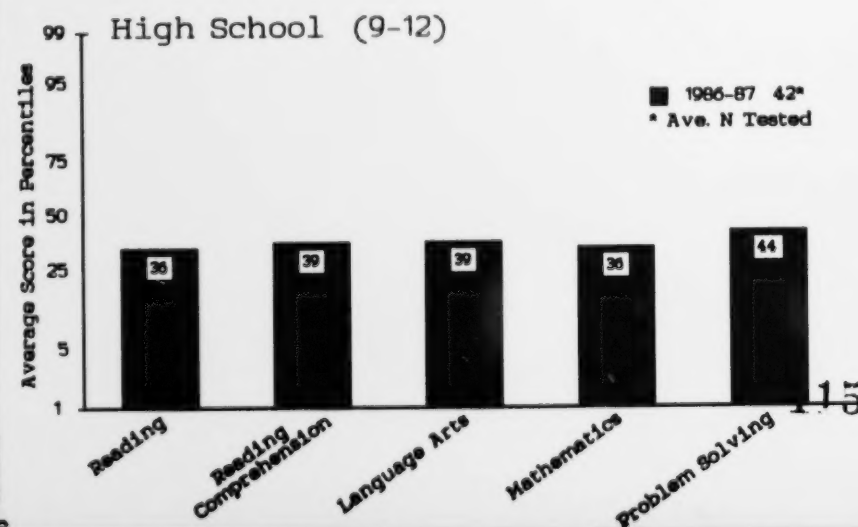
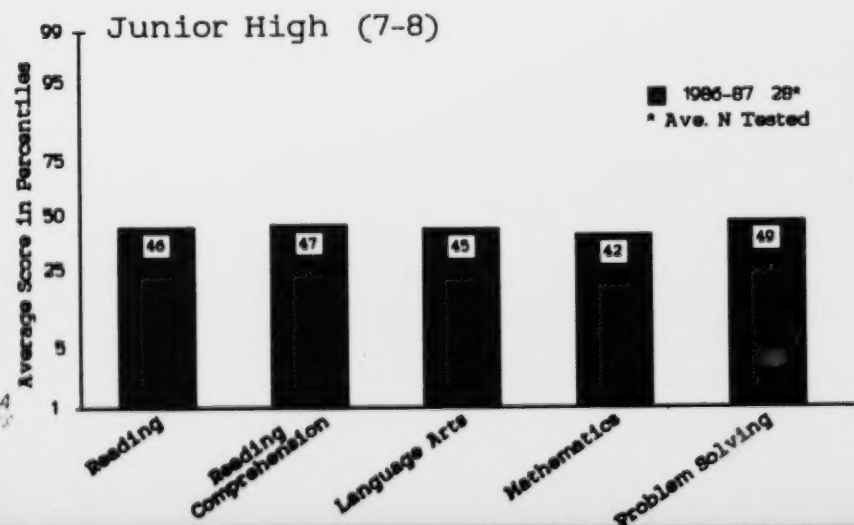
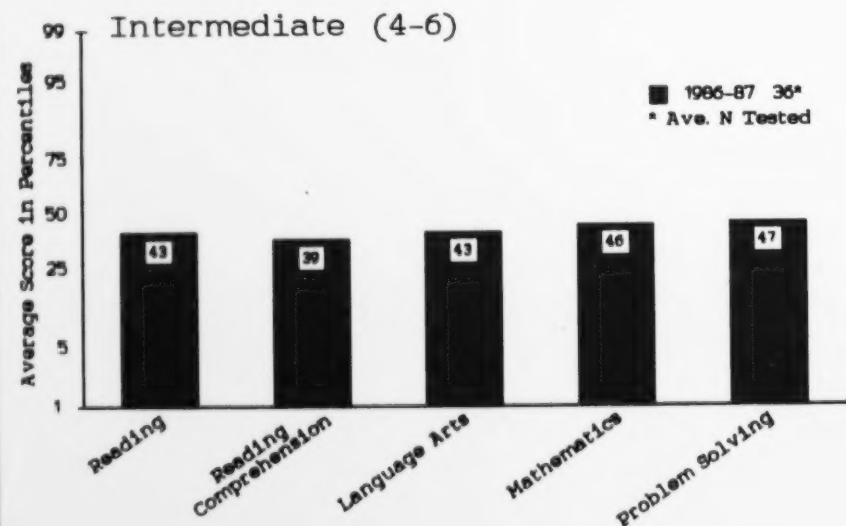
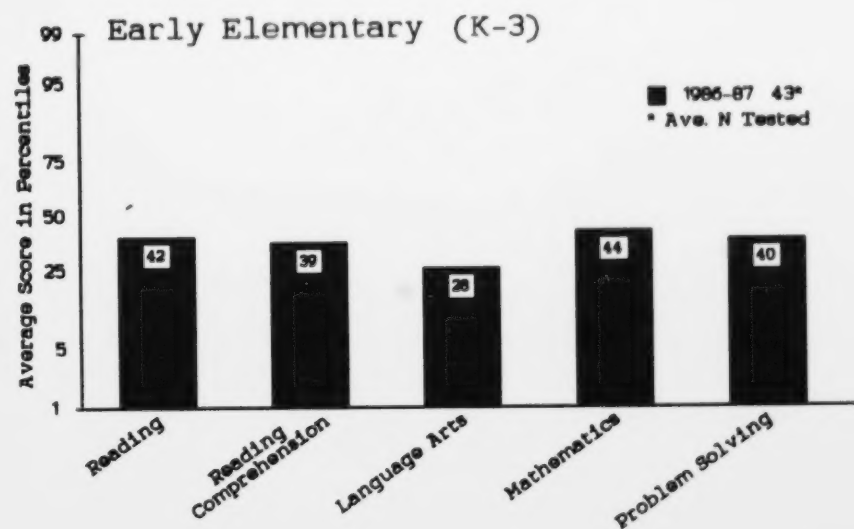
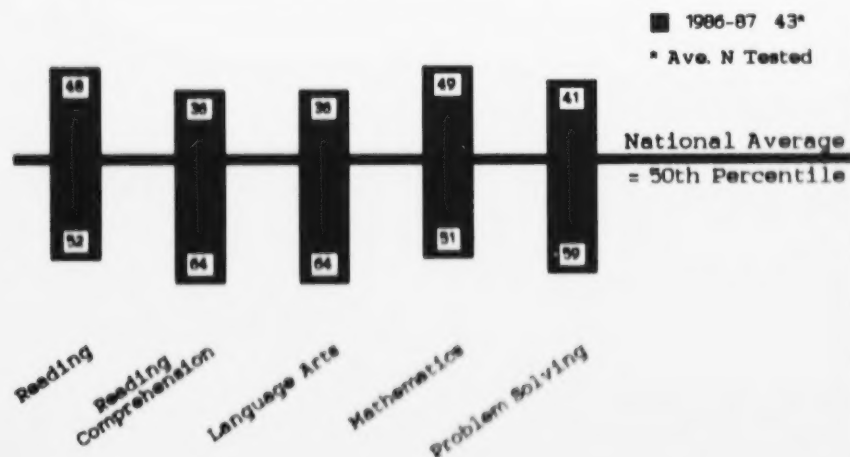
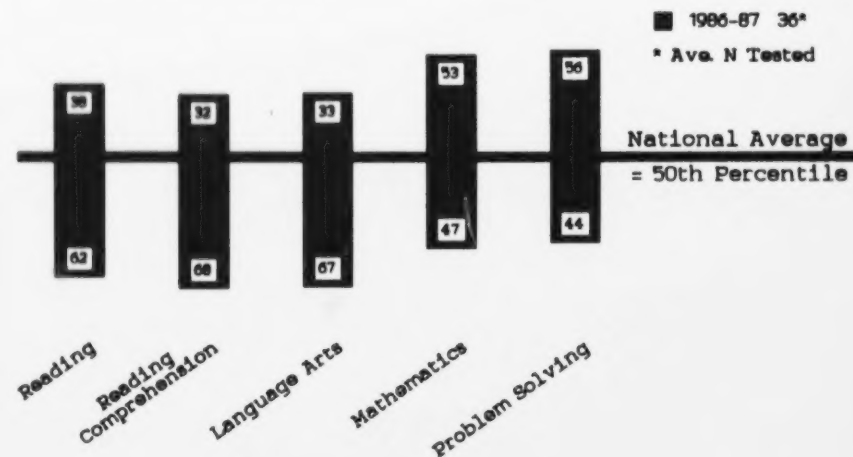


FIGURE TWO
GALENA CITY SCHOOL DISTRICT
PERCENTAGES OF STUDENTS SCORING ABOVE AND BELOW THE NATIONAL 50th PERCENTILE

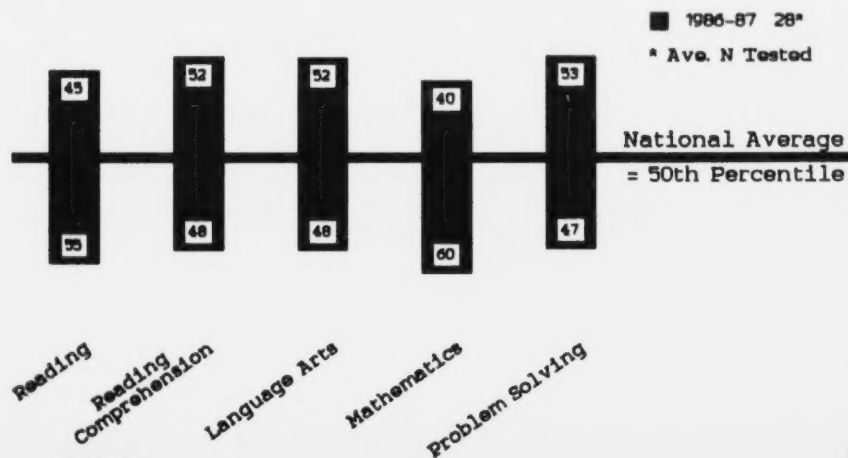
Early Elementary (K-3)



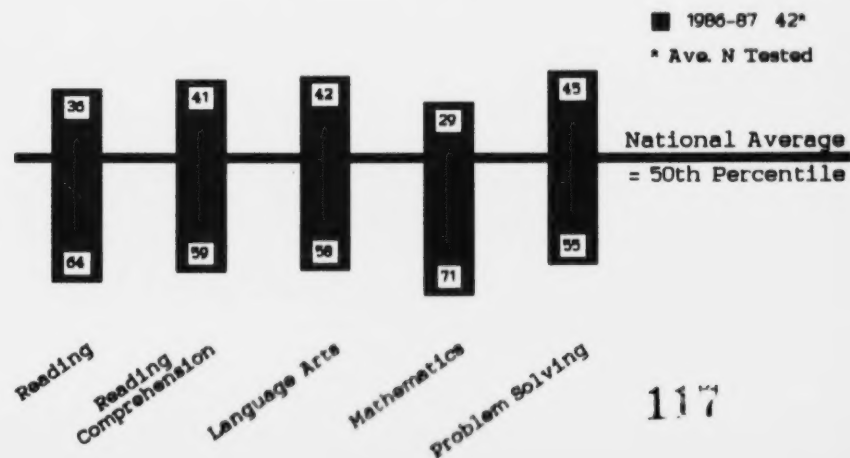
Intermediate (4-6)



Junior High (7-8)



High School (9-12)



HAINES BOROUGH SCHOOLS

THE STUDENTS

In 1987, Haines' total enrollment was 318, down from 349 in 1986 and from 395 in 1985. Over the three year period the percentage of new students entering the district was approximately 15%.

Haines does not participate in the free and reduced lunch program.

In 1987, 1% of Haines' enrollment was bilingual. In 1986 and 1985, there were no bilingual students enrolled.

In 1987, 15% of Haines' students qualified for special education programs. In 1986, 20% qualified.

THE CLASSROOM

There are 2 attendance areas in Haines, covering a geographic area of 2,620 square miles. In 1987, there were 35 teachers in the district, 34 of whom were White and 1 was Asian or Pacific Islander. 10 of Haines' teachers held advanced degrees.

32 of Haines' teachers had been teaching for more than 4 years. The average teacher salary in 1987 was \$35,908.

GRADUATION REQUIREMENTS

The graduation requirements in Haines are as follows (in credits):

Language Arts	4.0
Health	0.5
Mathematics	2.0
Physical Education	1.5
Science	2.0
Social Studies	3.0
Electives	11.0
TOTAL	24.0

BASIC SKILLS ASSESSMENT

Haines used the 1985 edition of the SRA Survey of Basic Skills in each of the three years with one exception. In 1985, the SRA Achievement Series was used at the high school.

The approximate percentage of students enrolled in the district for whom there were test results in 1987, 1986 and 1985 was 54%, 56% and 65% respectively.

In 1985, students in grades K-1 and 11-12 were not tested. In 1986 and 1987 students in grades K-2 and 11-12 were not tested. No unusual test administration procedures were used.

Tests were scored by the test publisher and the results routinely reported to high school students, parents, teachers, principals and the school board.

ASSESSMENT RESULTS

Figures 1 and 2 display the results of the basic skills testing in Reading, Reading Comprehension, Mathematics, Mathematics Problem Solving, and Language Arts.

Figure 1 shows the trends in the average scores over the three year period. As the 1985 results from the high school are based on a different test, Figure 1 does not include this information. Also, no high school results were available for Mathematics or for Mathematics Problem Solving in 1986 and 1987.

Figure 2 displays the percentage of students scoring above and below the 50th percentile. Figure 2 also does not include the 1985 results from the high school or high school results for Mathematics and Mathematics Problem Solving

In 1985, K-3 graphs are based on student scores in grades 2 and 3. In 1986, K-3 graphs are based on student scores in grade 3 only.

For all years, high school scores that are available are based on students in grades 9 and 10.

FIGURE ONE
HAINES SCHOOL DISTRICT
TRENDS IN BASIC SKILLS: PERCENTILE OF AVERAGE SCORES

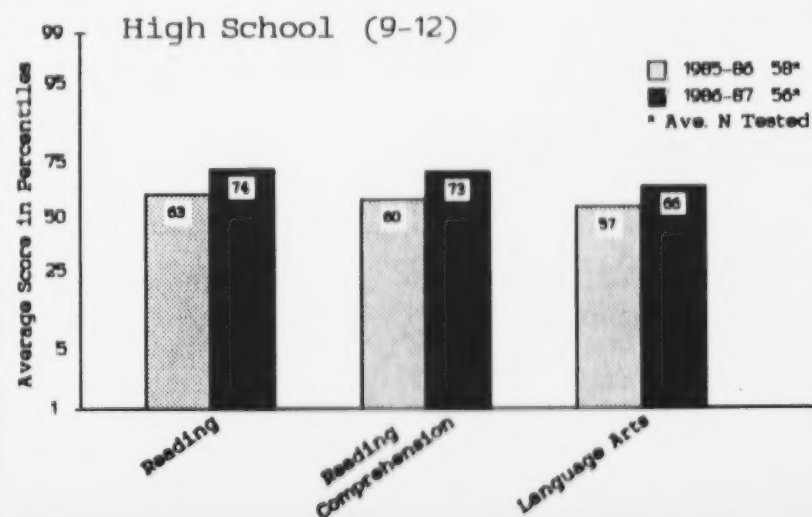
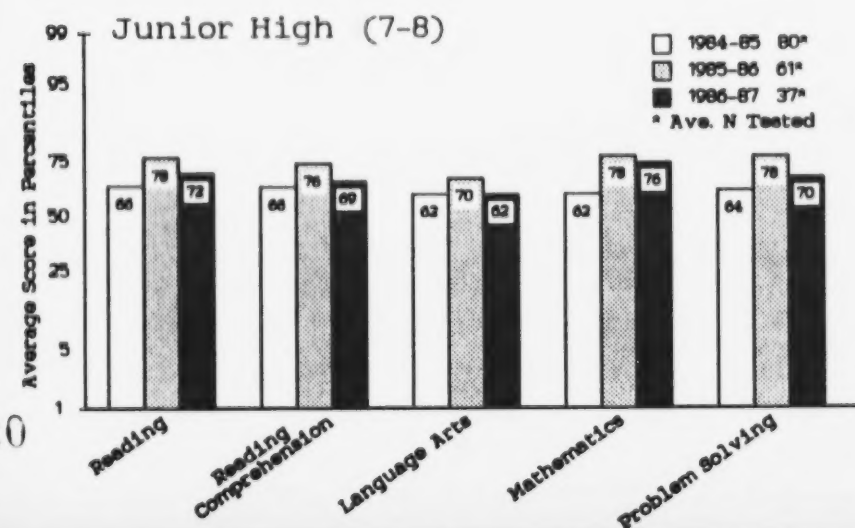
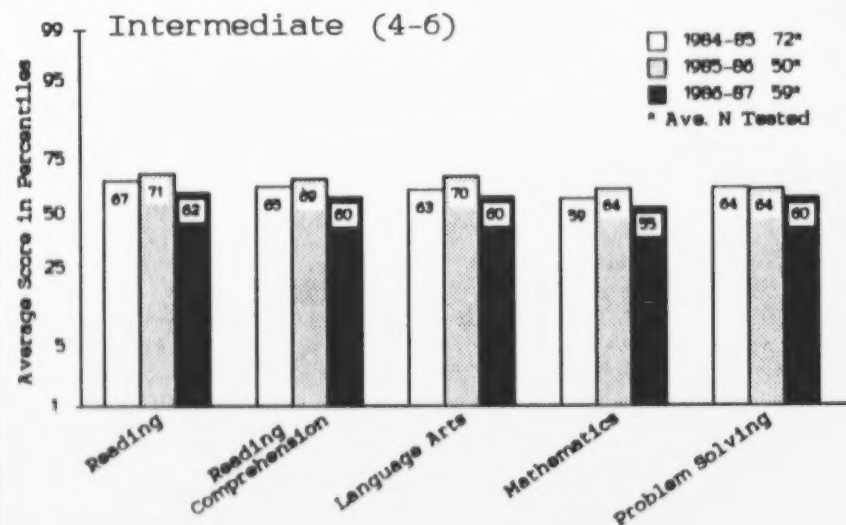
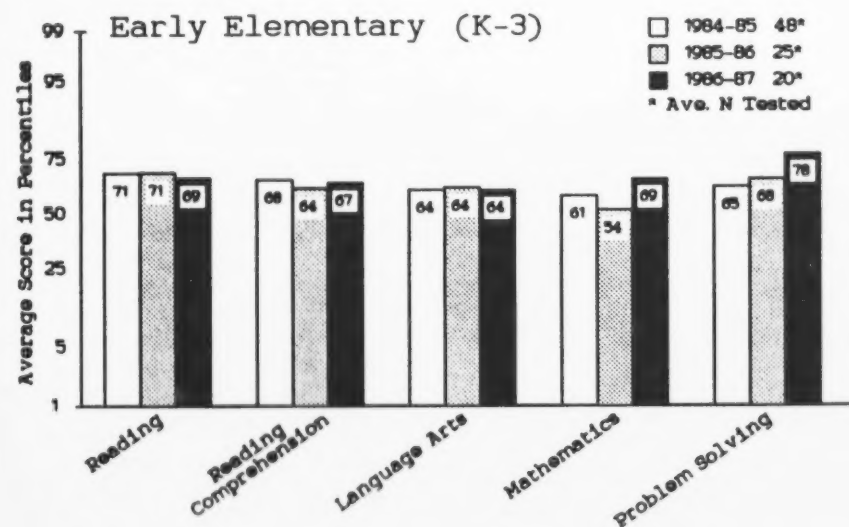
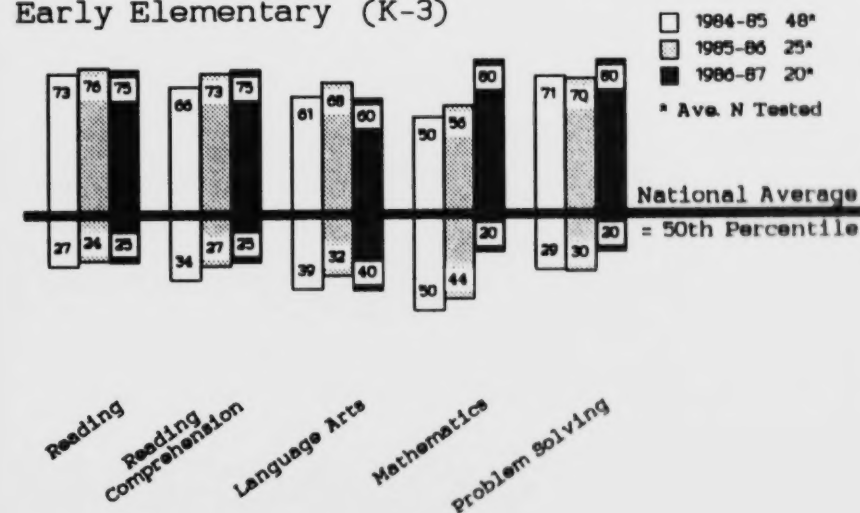
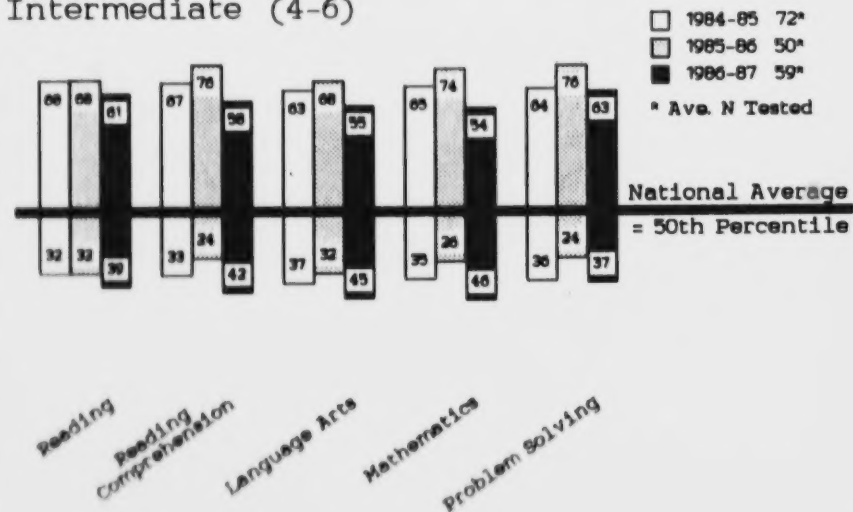


FIGURE TWO
HAINES SCHOOL DISTRICT
PERCENTAGES OF STUDENTS SCORING ABOVE AND BELOW THE NATIONAL 50th PERCENTILE

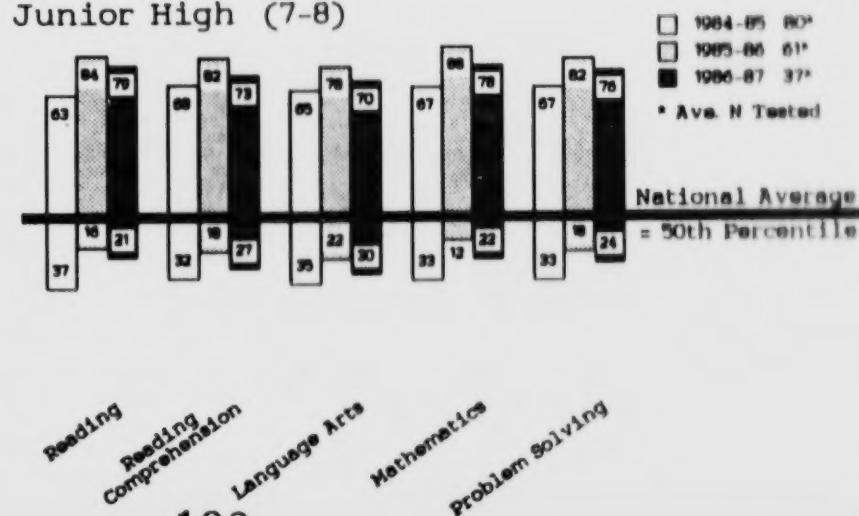
Early Elementary (K-3)



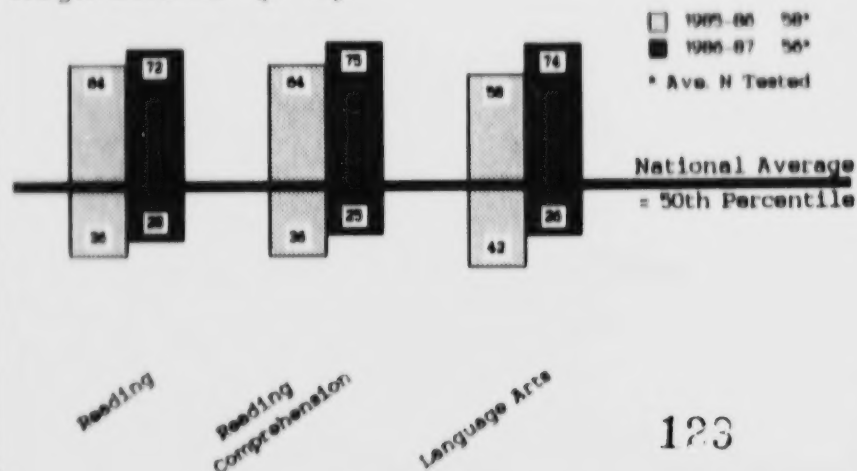
Intermediate (4-6)



Junior High (7-8)



High School (9-12)



HOONAH CITY SCHOOLS

THE STUDENTS

In 1987, Hoonah's total enrollment was 236, up from 223 in 1986 and 204 in 1985. Over the three year period the percentage of new students entering the district was approximately 7.5%.

In 1987, 43% of Hoonah's students qualified for free and reduced lunches. In 1986, 44% qualified and in 1985, 57% qualified.

Over the three year period, Hoonah had no bilingual students enrolled:

In 1987, 21% of Hoonah's students qualified for special education programs. In 1986, 17% qualified.

THE CLASSROOM

There is 1 attendance area in Hoonah, covering a geographic area of 2 square miles. In 1987, there were 18 teachers in the district, 17 of whom were White and 1 was Alaska Native. 4 of Hoonah's teachers held advanced degrees.

17 of Hoonah's teachers had been teaching for more than 4 years. The average teacher salary in 1987 was \$39,894.

GRADUATION REQUIREMENTS

The graduation requirements in Hoonah are as follows (in credits):

Language Arts	4.0
Health	1.0
Mathematics	2.0
Physical Education	1.0
Science	2.0
Social Studies	3.0
Vocational Education	1.0
Electives	7.0
TOTAL	21.0

BASIC SKILLS ASSESSMENT

Hoonah used the 1978 edition of the Metropolitan Achievement Test (MAT), administering the test in April each year. The approximate percentage of students enrolled in the district for whom there were test results in 1987, 1986 and 1985 was 97%, 93% and 96% respectively.

Over the three year period, no groups of students were systematically excluded from testing and no unusual test administration procedures were used.

Tests were scored by the test publisher and the results routinely reported to teachers, principals and the school board.

All students in grades K-12 were eligible to be tested.

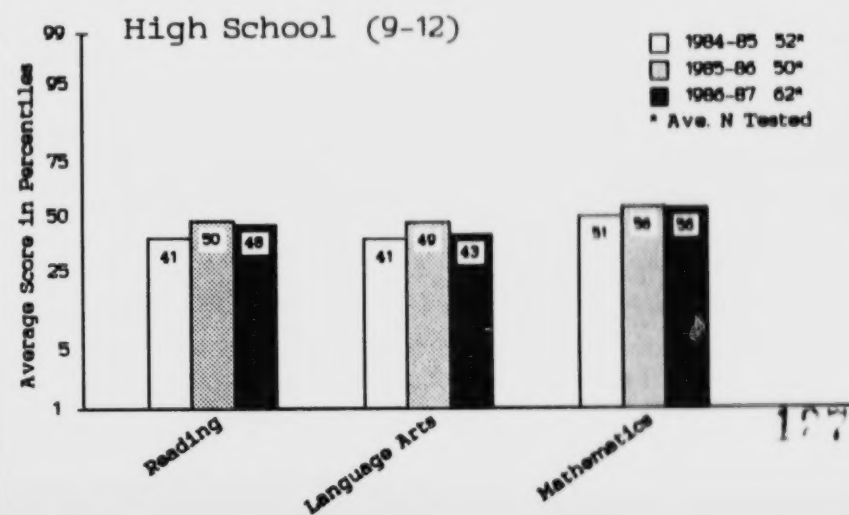
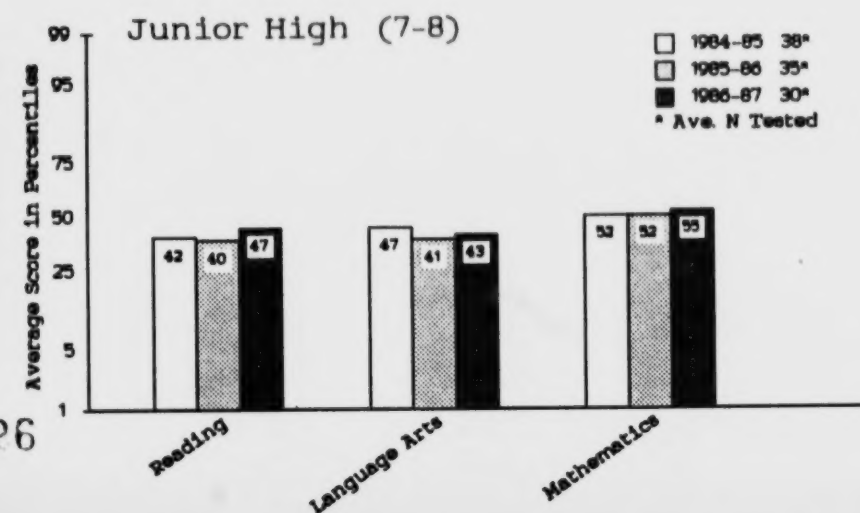
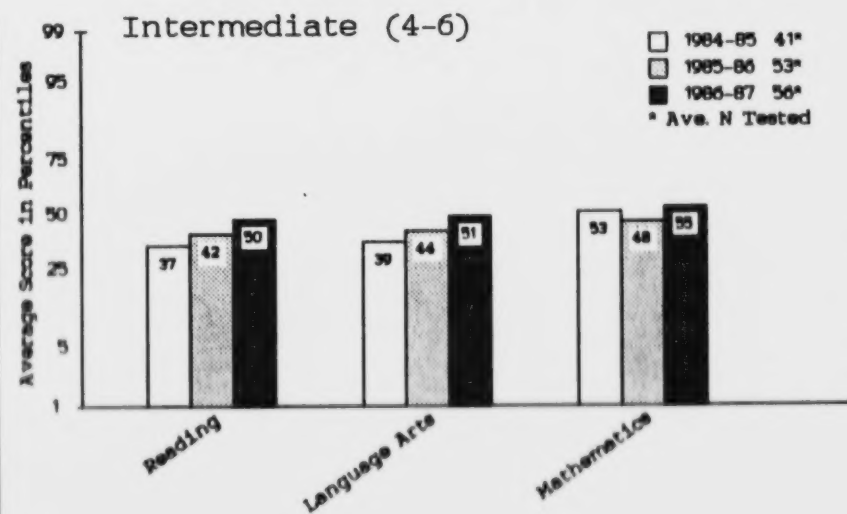
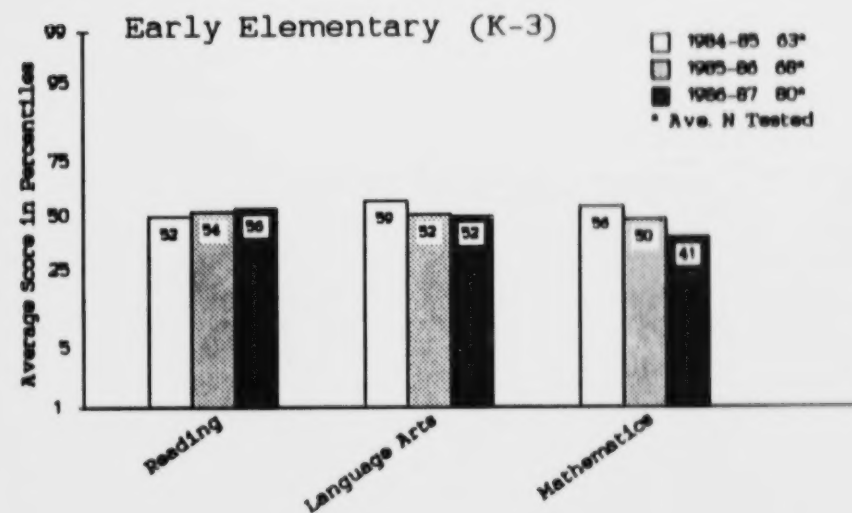
ASSESSMENT RESULTS

Figure 1 displays the results of the basic skills testing in Reading, Mathematics, and Language Arts. No results were available for Reading Comprehension and Mathematics Problem Solving.

Figure 1 shows the trends in the average scores over the three year period.

No data were available showing the percentage of students scoring above and below the 50th percentile. As a result, Figure 2 is not included in this profile.

FIGURE ONE
HOONAH CITY SCHOOL DISTRICT
TRENDS IN BASIC SKILLS: PERCENTILE OF AVERAGE SCORES



HYDABURG CITY SCHOOLS

THE STUDENTS

In 1987, Hydaburg's total enrollment was 113, up from 104 in 1986 and 108 in 1985. In 1987 the percentage of new students entering the district was approximately 1%. Information for previous years was not available.

In 1987, 66% of Hydaburg's students qualified for free and reduced lunches. In 1986, 72% qualified and in 1985, 69% qualified.

Over the three year period, Hydaburg had the following percentages of its enrollment who were bilingual:

1987	19%
1986	32%
1985	48%

In 1987, 27% of Hydaburg's students qualified for special education programs. In 1986, 29% qualified.

THE CLASSROOM

There is 1 attendance area in Hydaburg, covering a geographic area of 1 square mile. In 1987, there were 11 teachers in the district, 10 of whom were White and 1 was Alaska Native. 2 of Hydaburg's teachers held advanced degrees.

5 of Hydaburg's teachers had been teaching for more than 4 years. The average teacher salary in 1987 was \$31,964.

GRADUATION REQUIREMENTS

The graduation requirements in Hydaburg are as follows (in credits):

Language Arts	4.0
Health	1.0
Mathematics	2.0
Physical Education	1.0
Science	2.0
Social Studies	3.0
Electives	8.0
TOTAL	21.0

BASIC SKILLS ASSESSMENT

In 1985 and 1986 Hydaburg used the 1978 edition of the California Achievement Test (CAT), administering the test in April each year. In April, 1987, Hydaburg used the 1985 edition of the CAT. The 1985 CAT is a more difficult test than earlier editions.

The approximate percentage of students enrolled in the district for whom there were test results in 1987, 1986 and 1985 was 66%, 92% and 91% respectively.

In 1987, 1986 and 1985, kindergarten students were not tested. In 1987, special education students were not tested. In 1987, no unusual test administration procedures were used. Information for testing practices in 1985 and 1986 was not available.

Tests were scored by the test publisher and the results routinely reported to students, parents, teachers, community, media and the school board.

ASSESSMENT RESULTS

Figures 1 and 2 display the results of the basic skills testing in Reading, Reading Comprehension, Mathematics, Mathematics Problem Solving, and Language Arts.

Figure 1 shows the trends in the average scores over the three year period.

Figure 2 displays the percentage of students who scored above and below the 50th percentile in 1987 only. No data were available for 1986 and 1985.

FIGURE ONE
HYDABURG CITY SCHOOL DISTRICT
TRENDS IN BASIC SKILLS: PERCENTILE OF AVERAGE SCORES

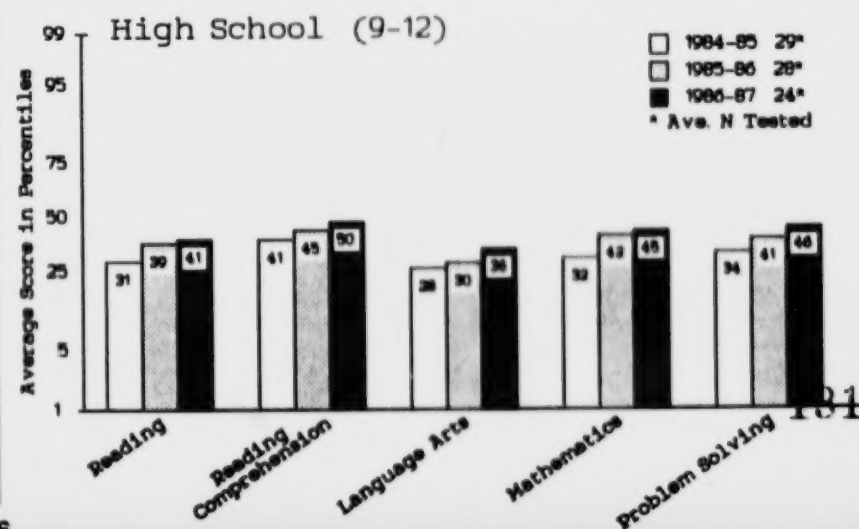
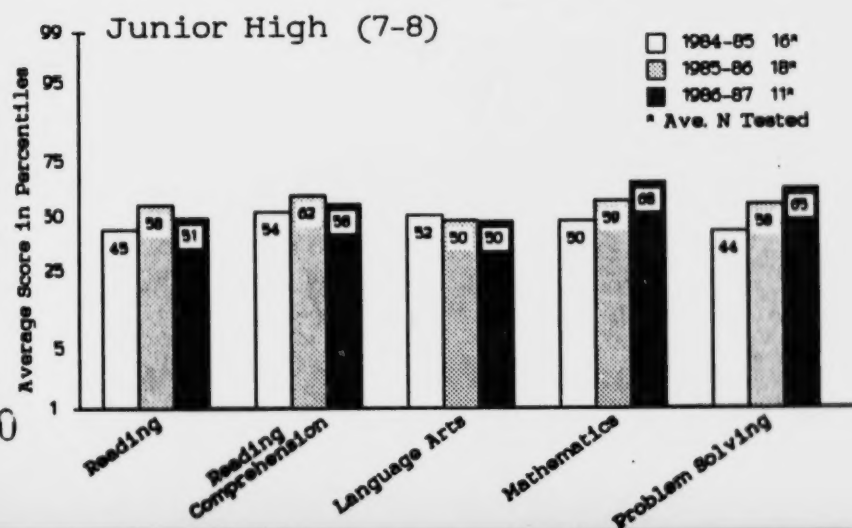
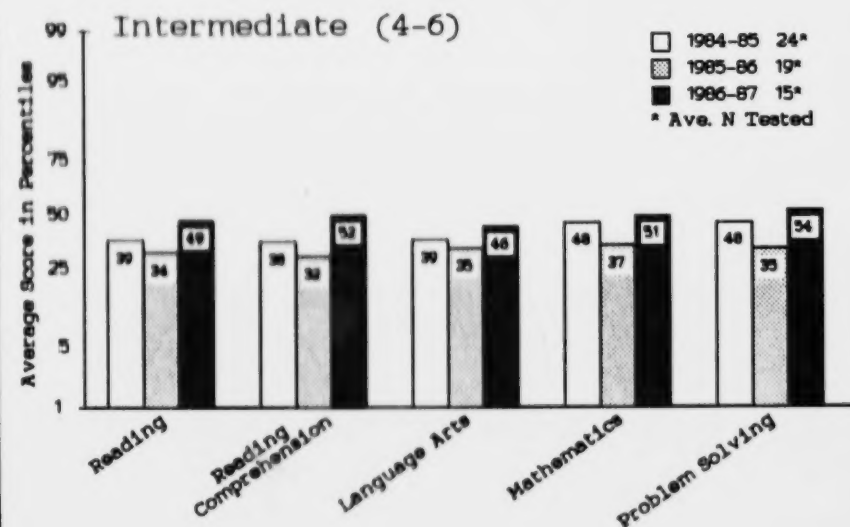
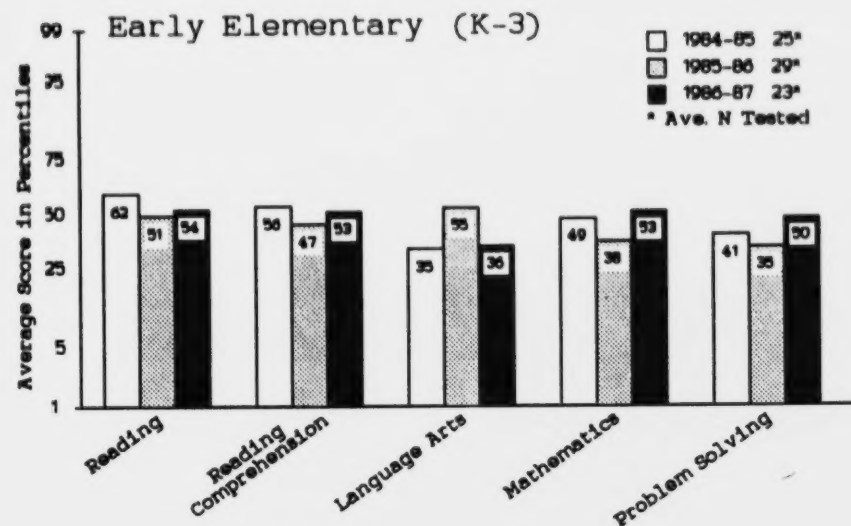
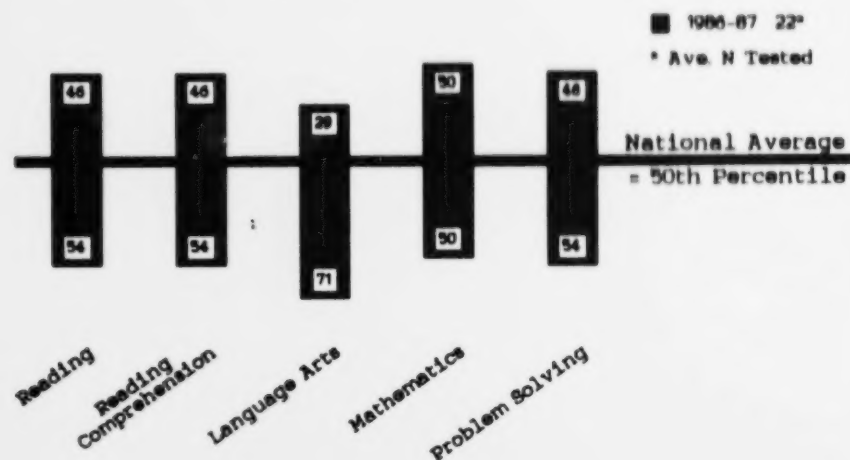
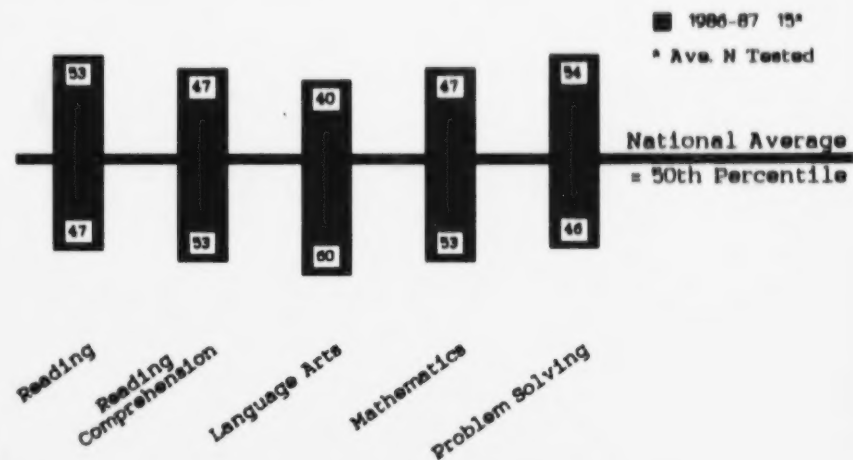


FIGURE TWO
HYDABURG CITY SCHOOL DISTRICT
PERCENTAGES OF STUDENTS SCORING ABOVE AND BELOW THE NATIONAL 50th PERCENTILE

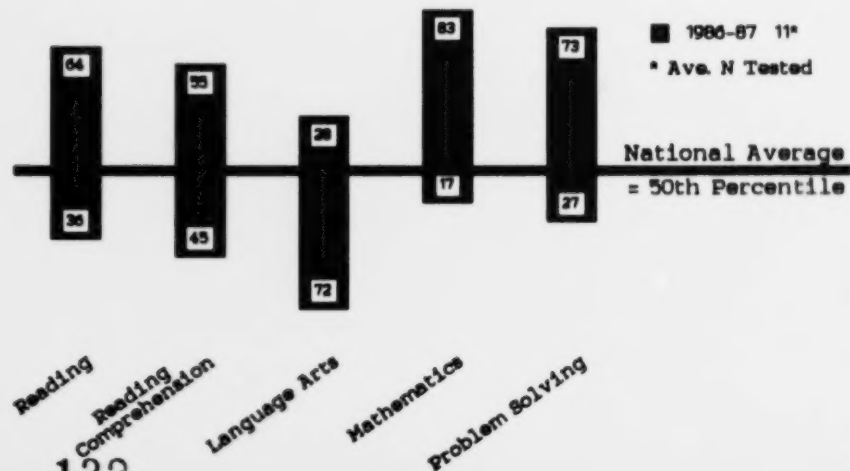
Early Elementary (K-3)



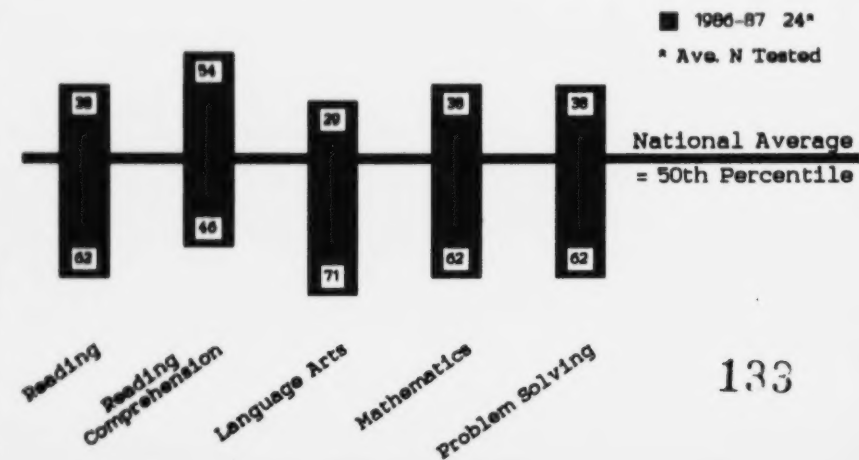
Intermediate (4-6)



Junior High (7-8)



High School (9-12)



IDITAROD AREA SCHOOLS

THE STUDENTS

In 1987, Iditarod's total enrollment was 374, down from 378 in 1986 and from 383 in 1985. Over the three year period the percentage of new students entering the district was approximately 28%.

In 1987, 75% of Iditarod's students qualified for the free and reduced lunch program. In 1986, 46% qualified and in 1985, 88% qualified.

Over the three year period, Iditarod had the following percentages of its enrollment who were bilingual:

1987	39%
1986	27%
1985	32%

In 1987, 13% of Iditarod's students qualified for special education programs. In 1986, 15% qualified.

THE CLASSROOM

There are 9 attendance areas in Iditarod, covering a geographic area of 44,441 square miles. In 1987, there were 35 teachers in the district, 31 of whom were White, 1 was Hispanic, and 3 were Alaska Native. 16 of Iditarod's teachers held advanced degrees.

24 of Iditarod's teachers had been teaching for more than 4 years. The average teacher salary in 1987 was \$43,514.

GRADUATION REQUIREMENTS

The graduation requirements in Iditarod are as follows (in credits):

Language Arts	4.0
Health	0.5
Mathematics	2.0
Physical Education	1.0
Science	2.0
Social Studies	3.0
Vocational Education	0.5
Electives	9.0
TOTAL	22.0

BASIC SKILLS ASSESSMENT

Iditarod used the 1982 edition of the Comprehensive Test of Basic Skills (CTBS), administering the test in April each year.

The approximate percentage of students enrolled in the district for whom there were test results in 1987, 1986 and 1985 was 98%, 99% and 98% respectively.

Over the three year period, some students were tested at their functional level rather than at their grade level. No unusual test administration procedures were used.

Tests were scored by the test publisher and the results routinely reported to parents, teachers, and principals.

All students in grades K-12 were eligible to be tested.

ASSESSMENT RESULTS

Figures 1 and 2 display the results of the basic skills testing in Reading, Reading Comprehension, Mathematics, Mathematics Problem Solving, and Language Arts.

Figure 1 shows the trends in the average scores over the three year period.

Figure 2 displays the percentage of students scoring above and below the 50th percentile.

FIGURE ONE
IDITAROD AREA SCHOOL DISTRICT
TRENDS IN BASIC SKILLS: PERCENTILE OF AVERAGE SCORES

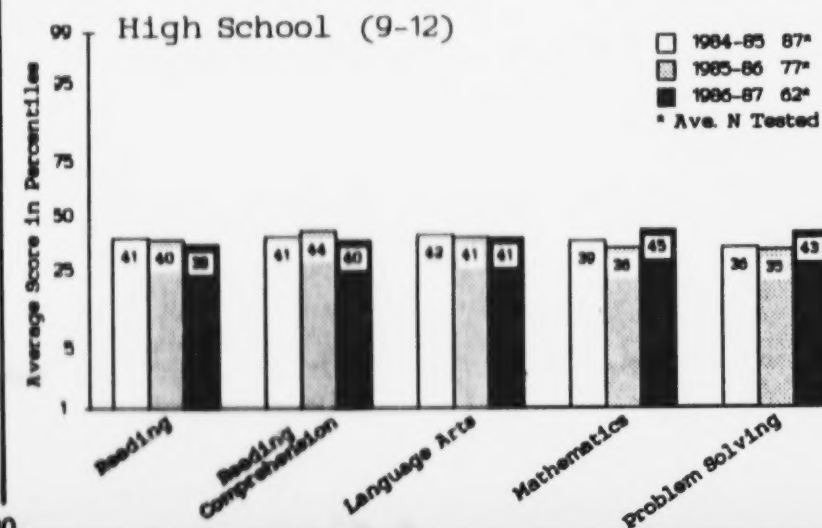
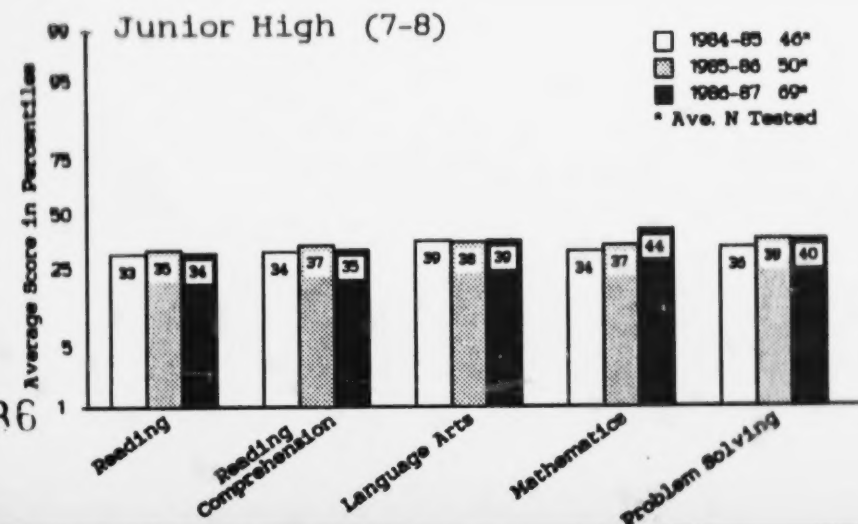
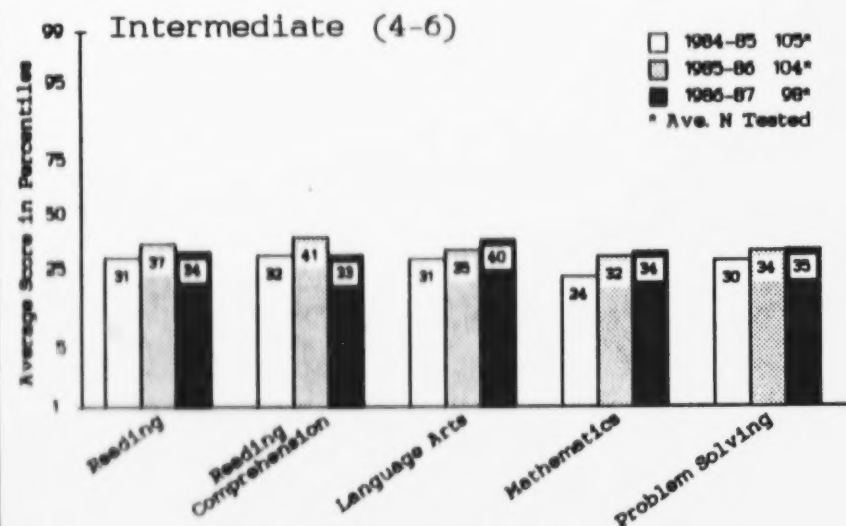
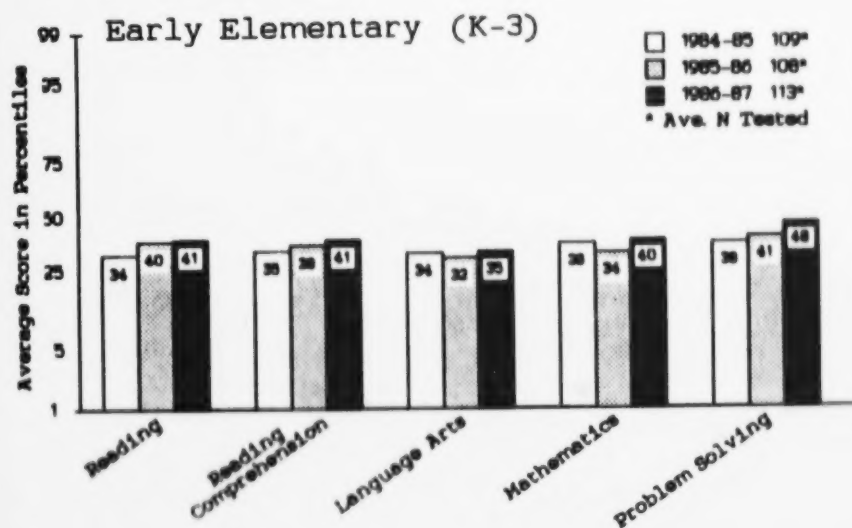
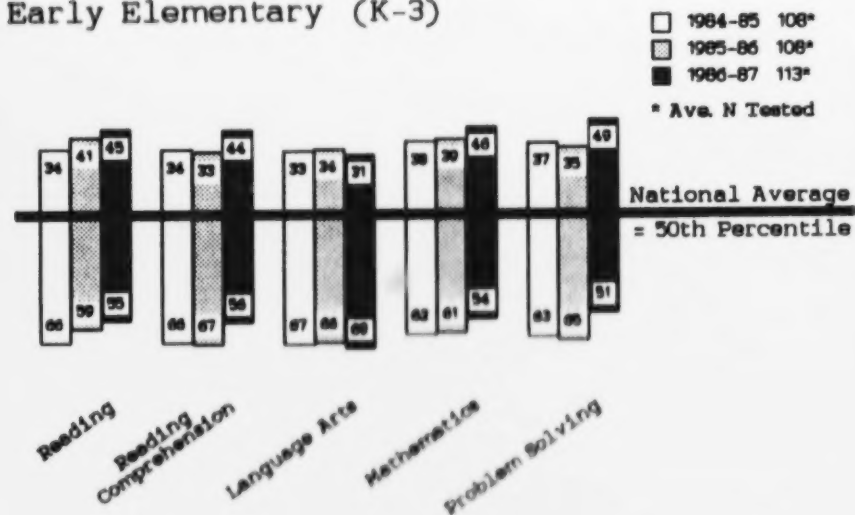
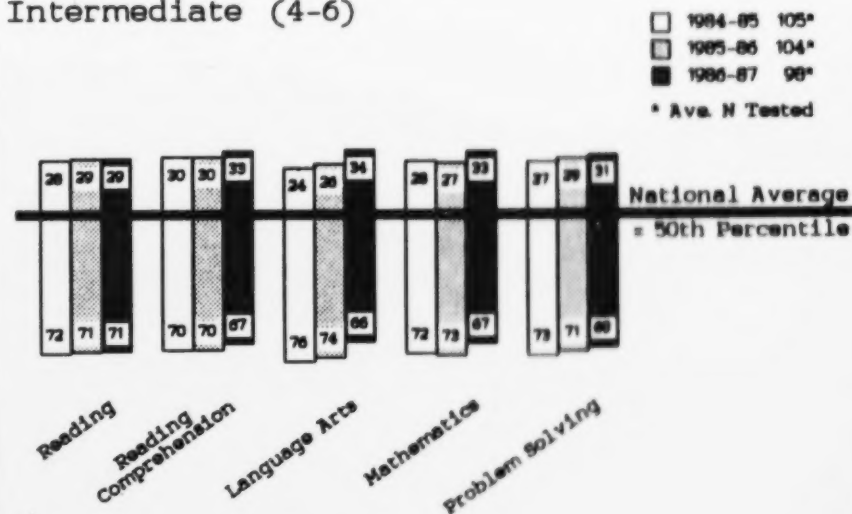


FIGURE TWO
IDITAROD AREA SCHOOL DISTRICT
PERCENTAGES OF STUDENTS SCORING ABOVE AND BELOW THE NATIONAL 50th PERCENTILE

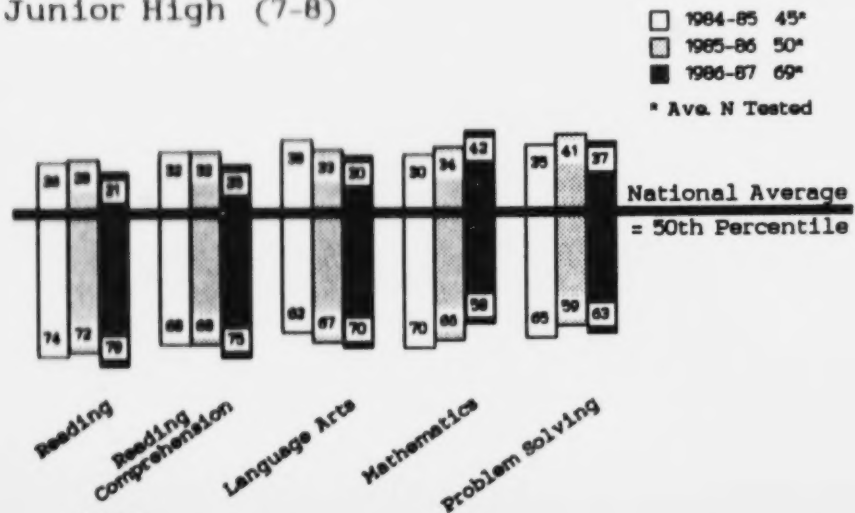
Early Elementary (K-3)



Intermediate (4-6)



Junior High (7-8)



High School (9-12)



JUNEAU CITY SCHOOLS

THE STUDENTS

In 1987, Juneau's total enrollment was 4,377, down from 4,643 in 1986 and from 4,575 in 1985. Over the three year period the percentage of new students entering the district was not compiled.

In 1987, 3% of Juneau's students qualified for milk from the free and reduced lunch program. In 1986 and 1985, 1% qualified.

Over the three year period, Juneau had the following percentages of its enrollment who were bilingual:

1987	1%
1986	1%
1985	2%

In 1987, 13% of Juneau's students qualified for special education programs. In 1986, 13% qualified.

THE CLASSROOM

There are 10 attendance areas in Juneau, covering a geographic area of 3,100 square miles. In 1987, there were 239 teachers in the district, 223 of whom were White, 1 was Black, 4 were Hispanic, 6 were Asian or Pacific Islander, 3 were American Indian, and 2 were Alaska Native. 93 of Juneau's teachers held advanced degrees.

227 of Juneau's teachers had been teaching for more than 4 years. The average teacher salary in 1987 was \$38,006.

GRADUATION REQUIREMENTS

The graduation requirements in Juneau are as follows (in credits):

Language Arts	4.0
Mathematics	2.0
Physical Education	1.5
Science	2.0
Social Studies	3.0
Vocational Education	1.5
Fine Arts	1.0
Electives	6.0
TOTAL	21.0

BASIC SKILLS ASSESSMENT

In 1987, 1986 and 1985 Juneau used the 1978 edition of the SRA Achievement Series. In 1985, new norms became available for the SRA. Juneau used the new norms in each of the three years.

The approximate percentage of students enrolled in the district for whom there were test results in 1987, 1986 and 1985 was 83%, 85% and 71% respectively.

In 1985, students in grades 9-12 and multi-handicapped students were not tested. In 1986, multi-handicapped students, students in grade 12 and some kindergarten students were not tested. In 1987, multi-handicapped, kindergarten and students in grade 12 were not tested.

No unusual test administration procedures were used.

Tests were scored by the test publisher and the results routinely reported to parents, teachers, principals, community, media and the school board.

ASSESSMENT RESULTS

Figures 1 and 2 display the results of the basic skills testing in Reading, Reading Comprehension, Mathematics, Mathematics Problem Solving, and Language Arts.

Figure 1 shows the trends in the average scores over the three year period. The SRA Achievement Series does not test Language Arts in grades K and 1. As a result, K-3 trends are based on students in grades 2 and 3 only.

Mathematics Problem Solving is not tested until grade 4 on the SRA Achievement Series. Accordingly, there are no K-3 trend data shown.

Figure 2 displays the percentage of students scoring above and below the 50th percentile in each of the three years.

Figure 2, like Figure 1, does not include Language Arts for K and 1 and Mathematics Problem Solving for grades K-3.

FIGURE ONE
JUNEAU SCHOOL DISTRICT
TRENDS IN BASIC SKILLS: PERCENTILE OF AVERAGE SCORES

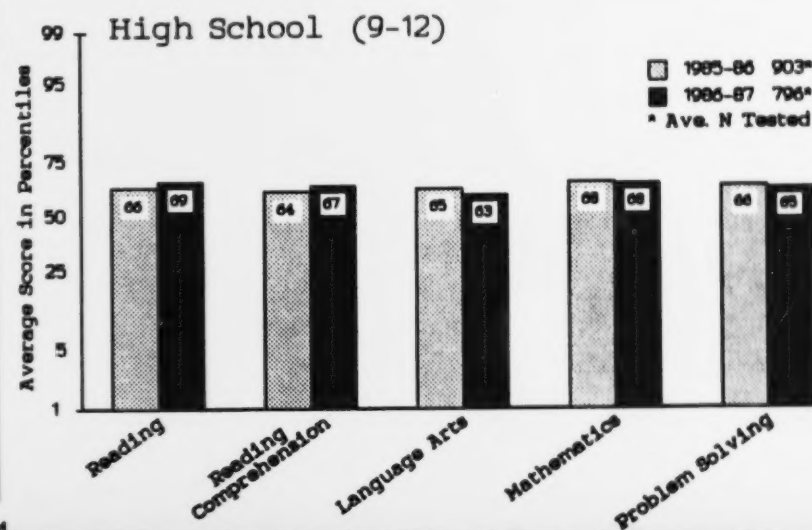
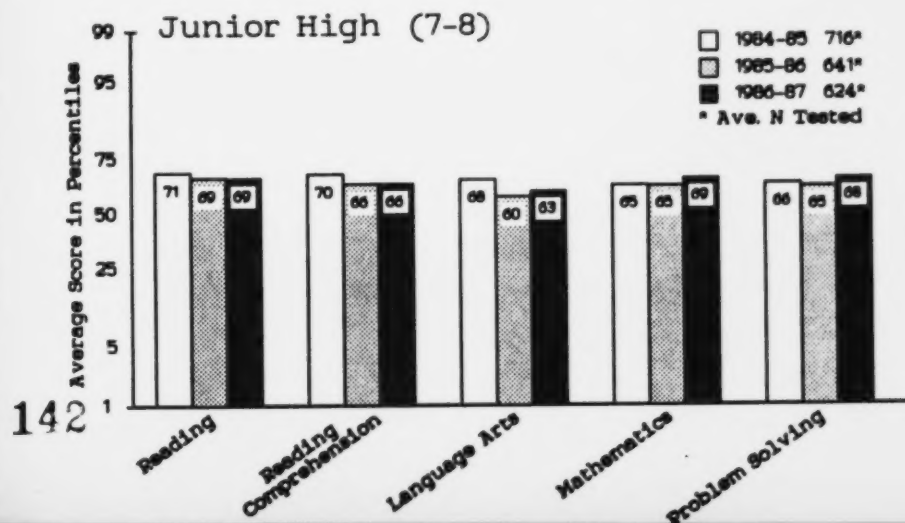
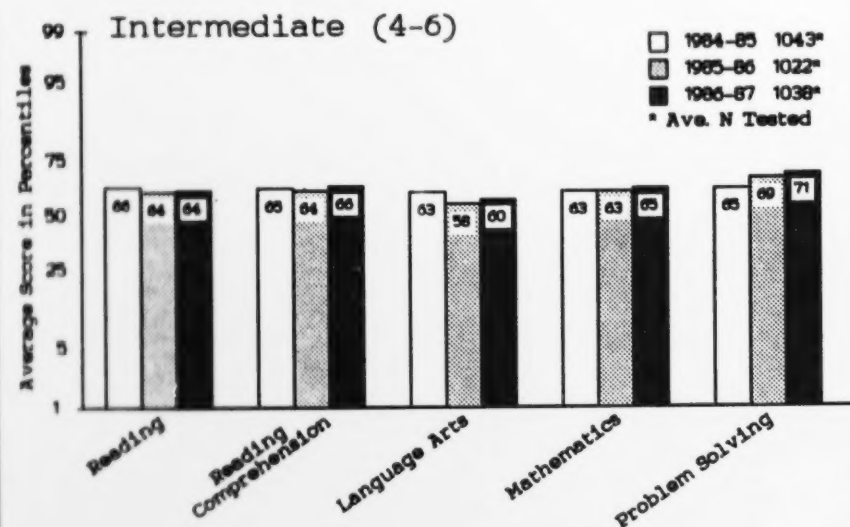
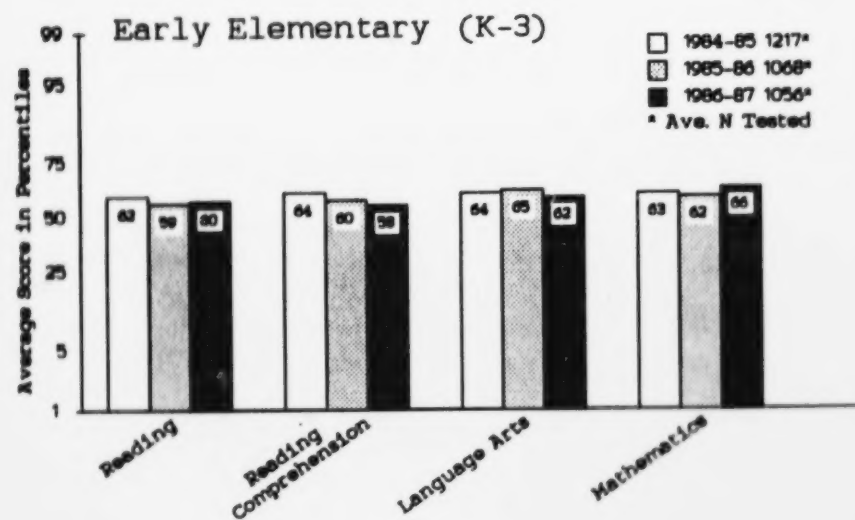
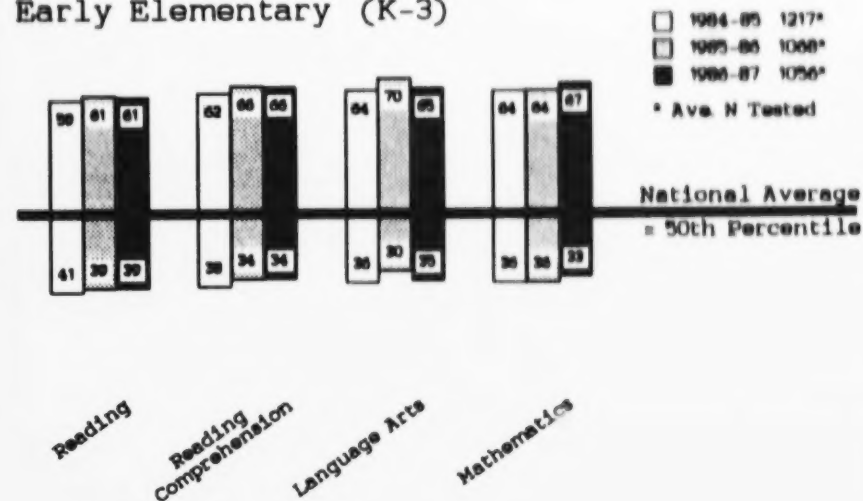
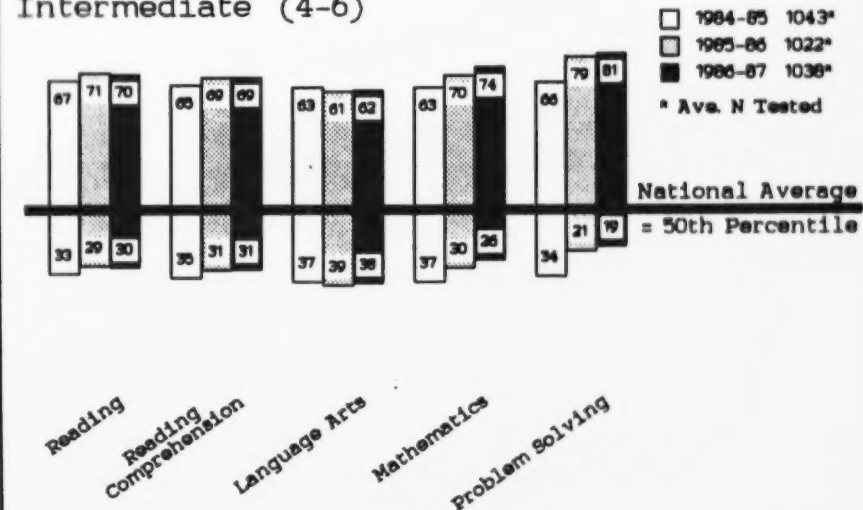


FIGURE TWO
JUNEAU SCHOOL DISTRICT
PERCENTAGES OF STUDENTS SCORING ABOVE AND BELOW THE NATIONAL 50th PERCENTILE

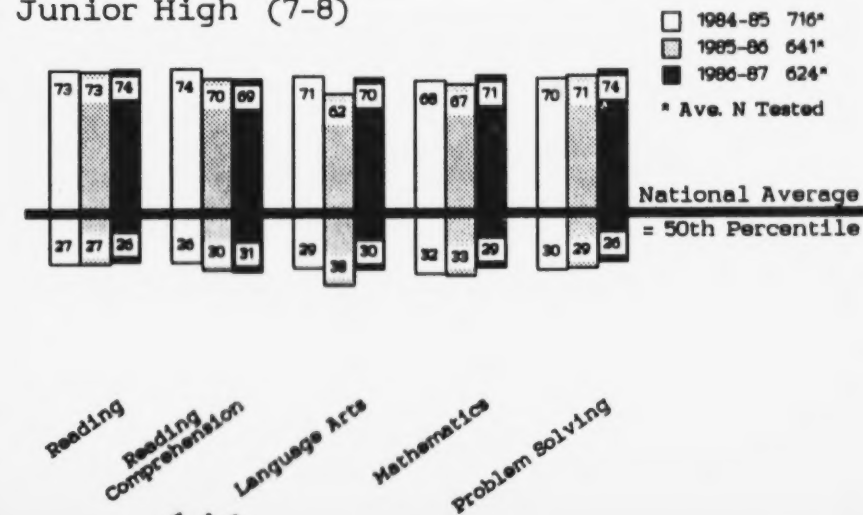
Early Elementary (K-3)



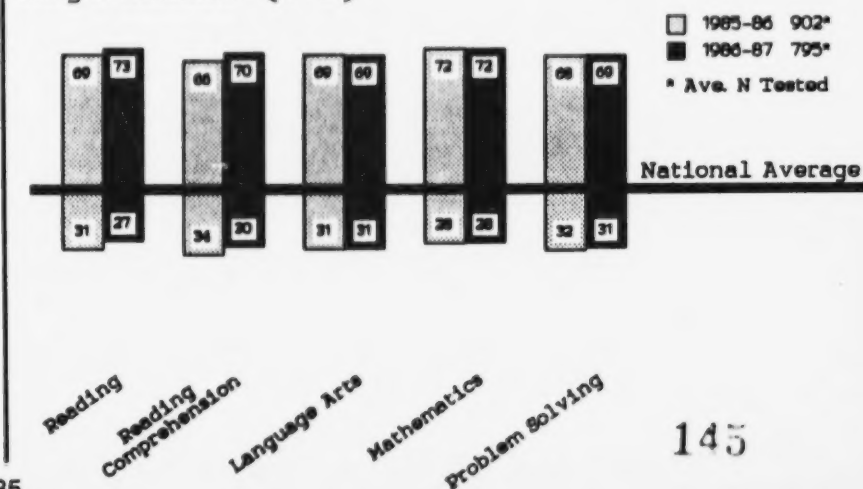
Intermediate (4-6)



Junior High (7-8)



High School (9-12)



KAKE CITY SCHOOLS

THE STUDENTS

In 1987, Kake's total enrollment was 189, down from 208 in 1986 and from 206 in 1985. Over the three year period the percentage of new students entering the district was approximately 5%.

In 1987, 71% of Kake's students qualified for free and reduced lunches. In 1986, 46% qualified and in 1985, 60% qualified.

Over the three year period, Kake had no bilingual students enrolled.

In 1987, 21% of Kake's students qualified for special education programs. In 1986, 18% qualified.

THE CLASSROOM

There is 1 attendance area in Kake, covering a geographic area of 1 square mile. In 1987, there were 20 teachers in the district, 17 of whom were White and 3 were Alaska Native. 2 of Kake's teachers held advanced degrees.

14 of Kake's teachers had been teaching for more than 4 years. The average teacher salary in 1987 was \$33,667.

GRADUATION REQUIREMENTS

The graduation requirements in Kake are as follows (in credits):

Language Arts	4.0
Mathematics	3.0
Physical Education	3.0
Science	2.0
Social Studies	4.0
Vocational Education	1.0
Electives	4.0
TOTAL	21.0

BASIC SKILLS ASSESSMENT

Kake used the 1982 edition of the Comprehensive Test of Basic Skills (CTBS) in each of the three years, administering the test in March each year.

The approximate percentage of students enrolled in the district for whom there were test results in 1987, 1986 and 1985 was 96%, 44% and 44% respectively.

In 1987, special education students were not tested. No unusual test administration procedures were used in any of the three years.

Tests were scored by the test publisher and the results routinely reported to students, parents, teachers, principals, community and the school board.

ASSESSMENT RESULTS

Figures 1 and 2 display the results of the basic skills testing in Reading, Reading Comprehension, Mathematics, Mathematics Problem Solving, and Language Arts.

Figure 1 shows the trends in the average scores over the three year period.

Figure 2 displays the percentage of students scoring above and below the 50th percentile.

For 1985 and 1986, no results were available for students in grades K-6. As a result, Figures 1 and 2 do not include this information.

FIGURE ONE
 KAKE CITY SCHOOL DISTRICT
 TRENDS IN BASIC SKILLS: PERCENTILE OF AVERAGE SCORES

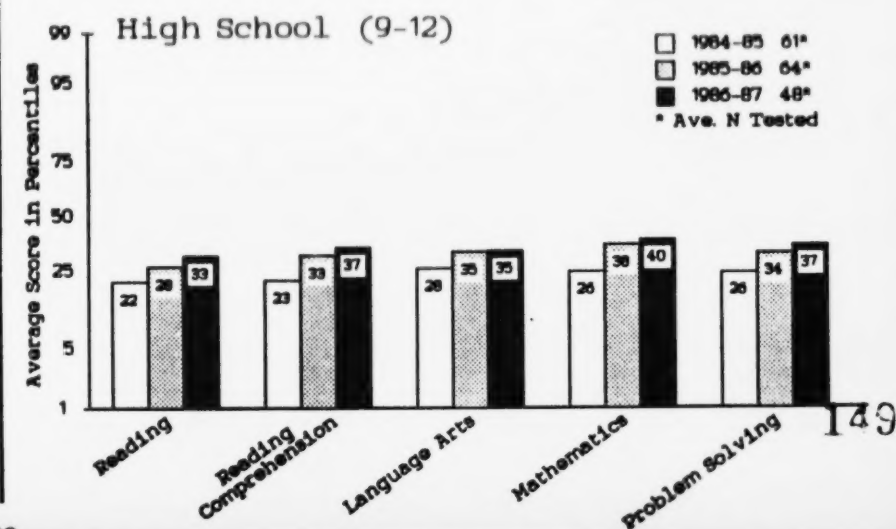
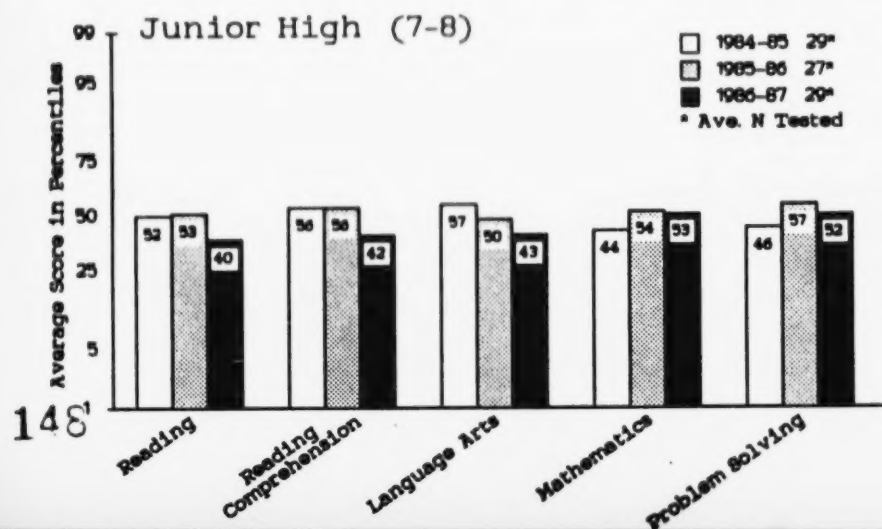
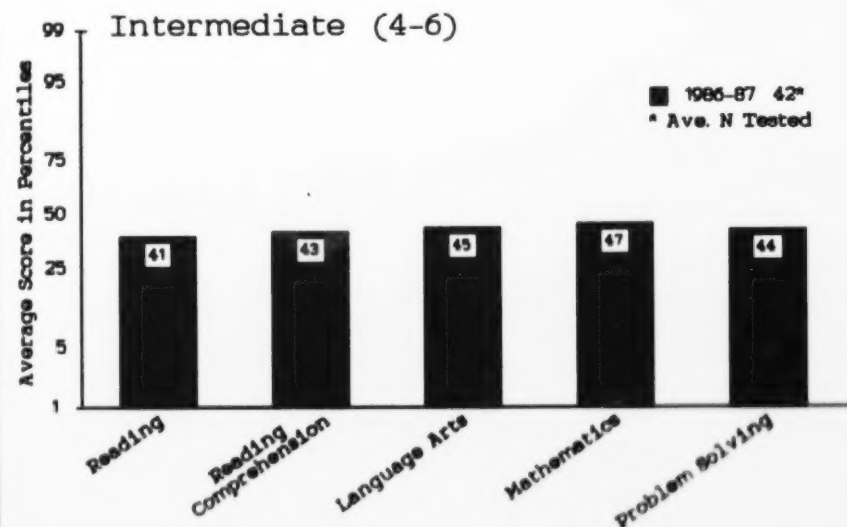
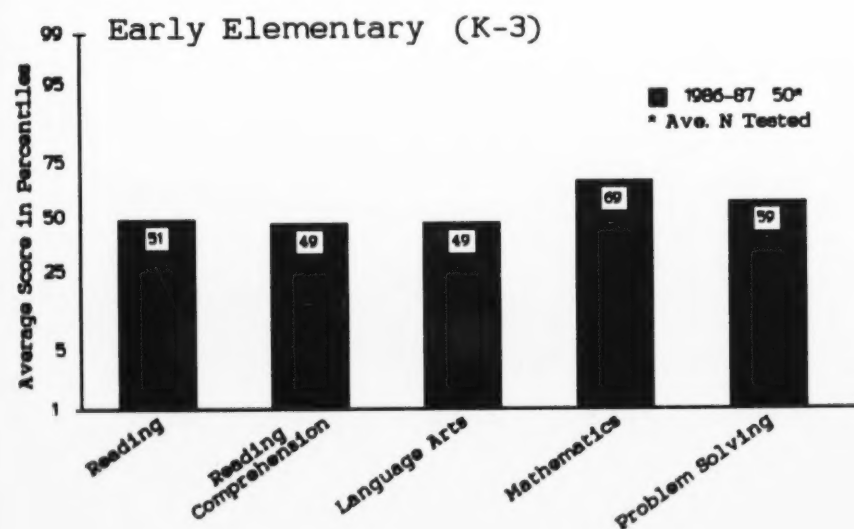
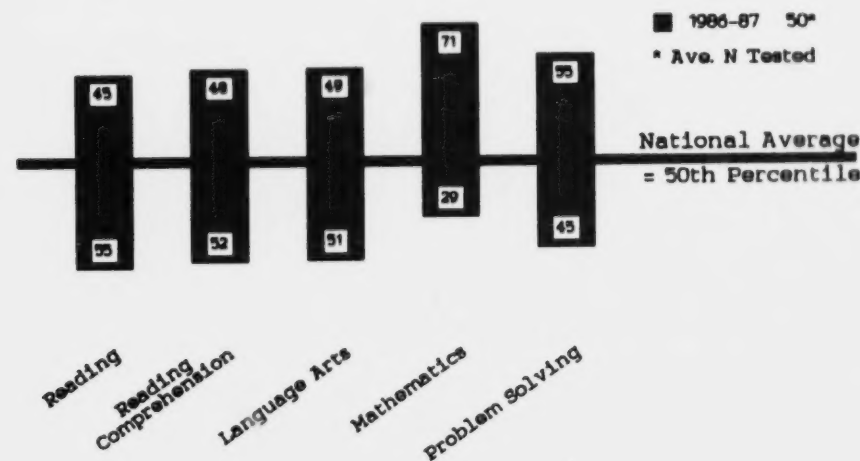
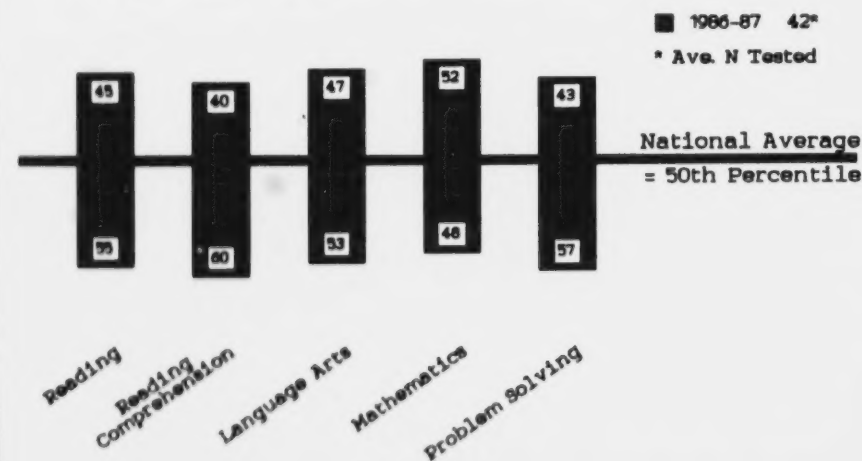


FIGURE TWO
KAKE CITY SCHOOL DISTRICT
PERCENTAGES OF STUDENTS SCORING ABOVE AND BELOW THE NATIONAL 50th PERCENTILE

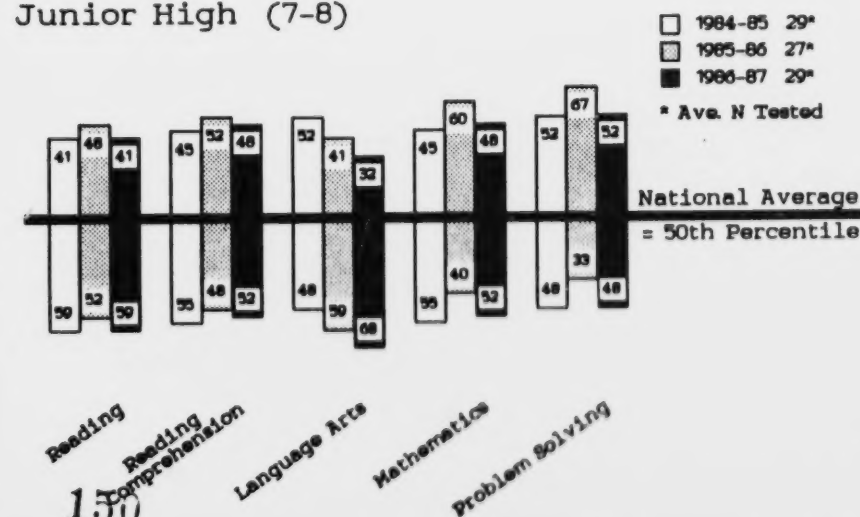
Early Elementary (K-3)



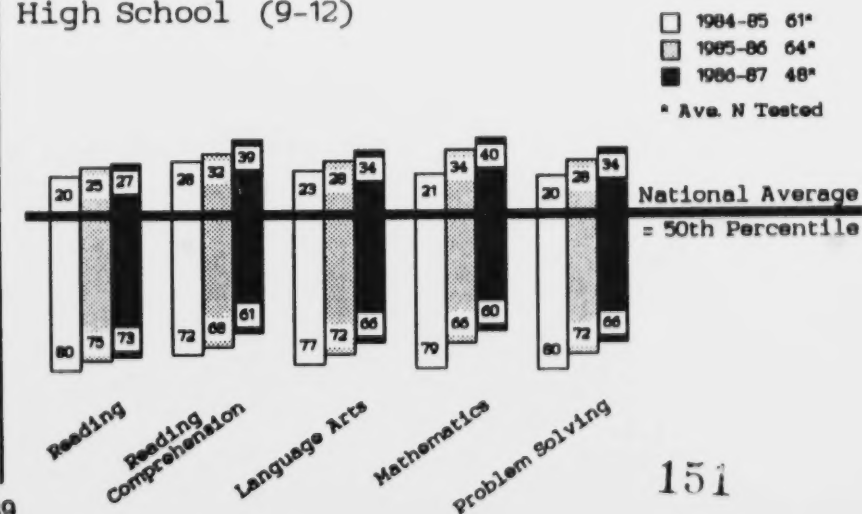
Intermediate (4-6)



Junior High (7-8)



High School (9-12)



KASHUNAMIUT SCHOOL

THE STUDENTS

In 1987, Kashunamiut's total enrollment was 159, up from 150 in 1986. Over the two year period the percentage of new students entering the district was approximately 2%.

In 1987, 94% of Kashunamiut's students qualified for free and reduced lunches. In 1986, 100% qualified.

In 1987, 72% of Kashunamiut's enrollment was bilingual.

In 1987, 23% of Kashunamiut's students qualified for special education programs.

THE CLASSROOM

Kashunamiut was not a separate public school district prior to 1986. There is 1 attendance area in Kashunamiut, covering a geographic area of 1 square mile. In 1987, there were 18 teachers in the district, 18 of whom were White, 2 were American Indian, and 7 were Alaska Native. 5 of Kashunamiut's teachers held advanced degrees.

15 of Kashunamiut's teachers had been teaching for more than 4 years. The average teacher salary in 1987 was \$39,964.

GRADUATION REQUIREMENTS

The graduation requirements in Kashunamiut are as follows (in credits):

Language Arts	4.0
Health	0.5
Mathematics	4.0
Physical Education	0.5
Science	4.0
Social Studies	4.0
Electives	6.0
TOTAL	23.0

BASIC SKILLS ASSESSMENT

Kashunamiut used the 1982 edition of the Comprehensive Test of Basic Skills (CTBS) in each of the three years, administering the test in April each year. Kashunamiut also tests in the fall of each year; only the spring results were collected for this profile.

The approximate percentage of students enrolled in the district for whom there were test results in 1987 and 1986 was 82% and 99% respectively. No enrollment information was available for 1985 as Kashunamiut was still a BIA school.

Over the three year period, no groups of students were systematically excluded from testing and no unusual test administration procedures were used.

Tests were scored by the test publisher and the results routinely reported to students, parents, teachers, principals and the school board.

All students in grades K-12 were eligible to be tested.

ASSESSMENT RESULTS

Figures 1 and 2 display the results of the basic skills testing in Reading, Reading Comprehension, Mathematics, Mathematics Problem Solving, and Language Arts.

Figure 1 shows the trends in the average scores over the three year period.

Figure 2 displays the percentage of students scoring above and below the 50th percentile.

For 1987, Language Arts results for students in grades K-5 and K-12 Mathematics results were not available. As a result, Figures 1 and 2 do not include 1987 Mathematics graphs and 1987, K-3 Language Arts graphs.

FIGURE ONE
KASHUNAMIUT SCHOOL DISTRICT
TRENDS IN BASIC SKILLS: PERCENTILE OF AVERAGE SCORES

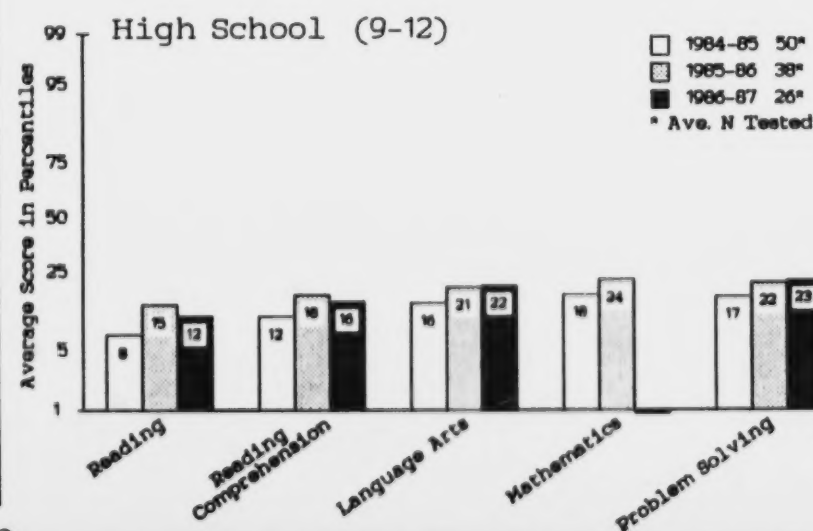
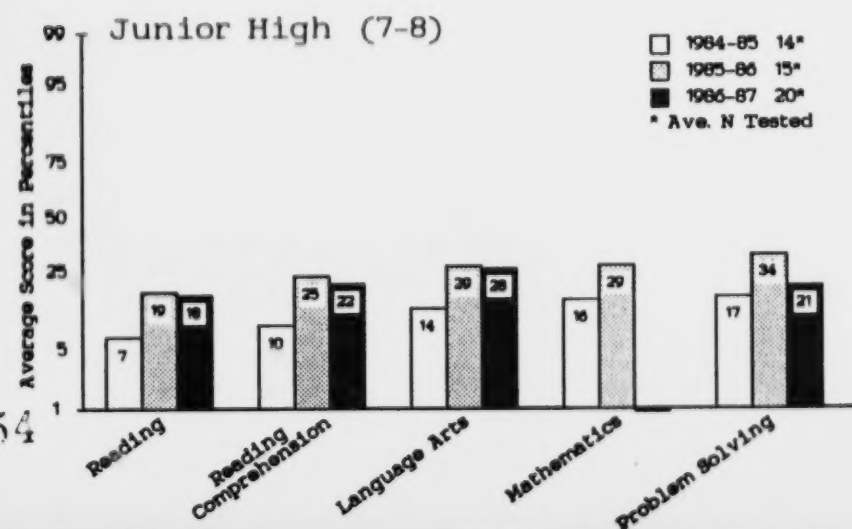
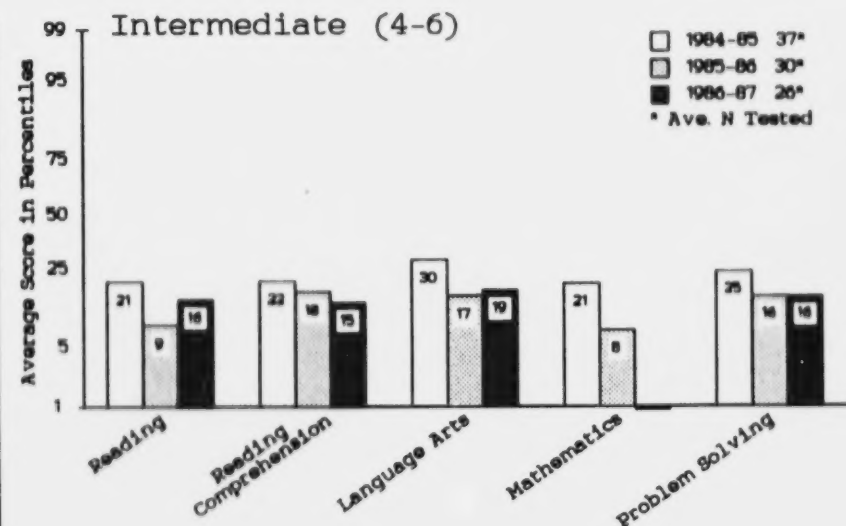
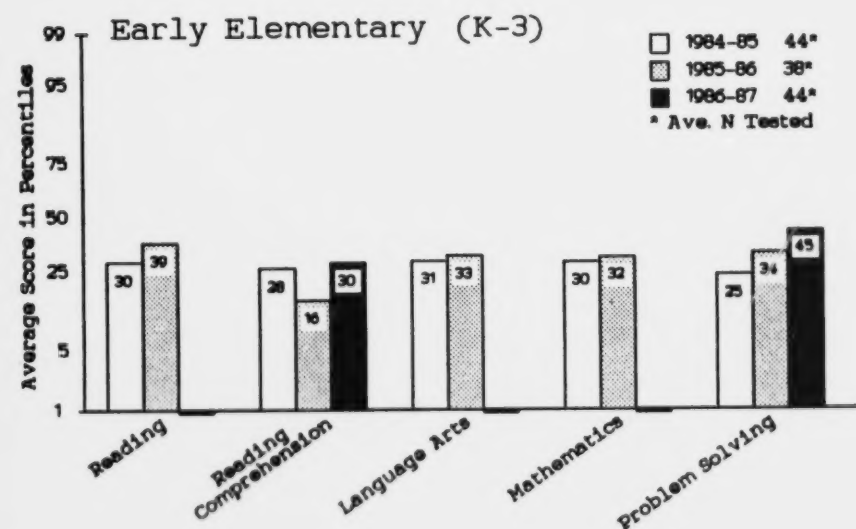
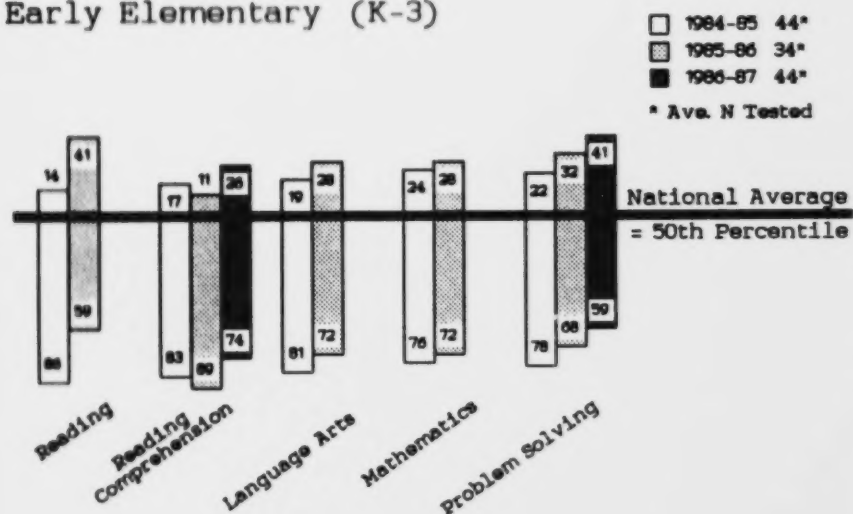
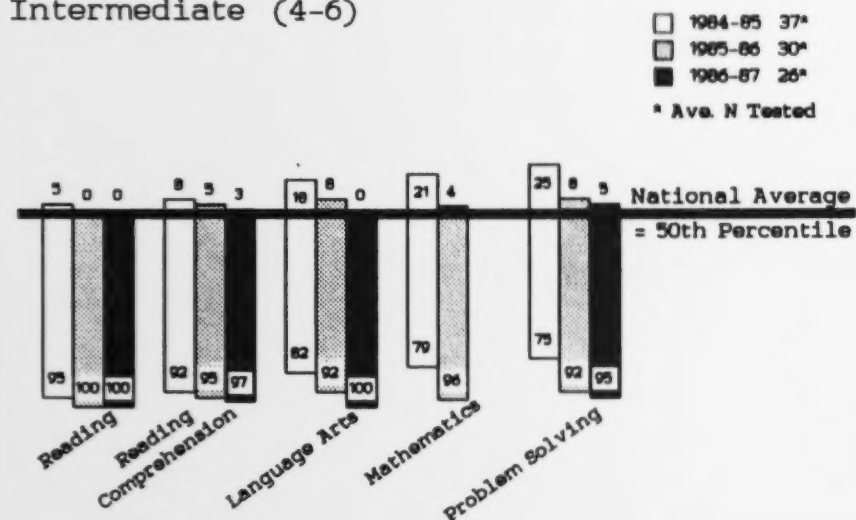


FIGURE TWO
KASHUNAMIUT SCHOOL DISTRICT
PERCENTAGES OF STUDENTS SCORING ABOVE AND BELOW THE NATIONAL 50th PERCENTILE

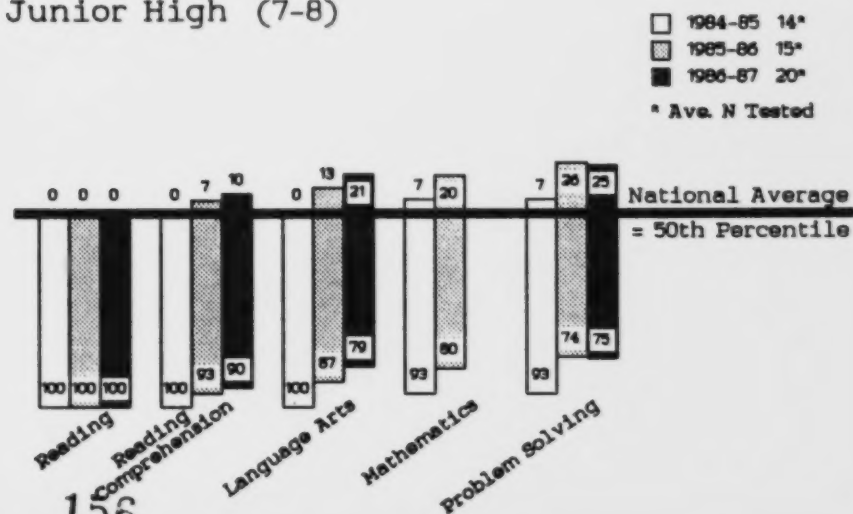
Early Elementary (K-3)



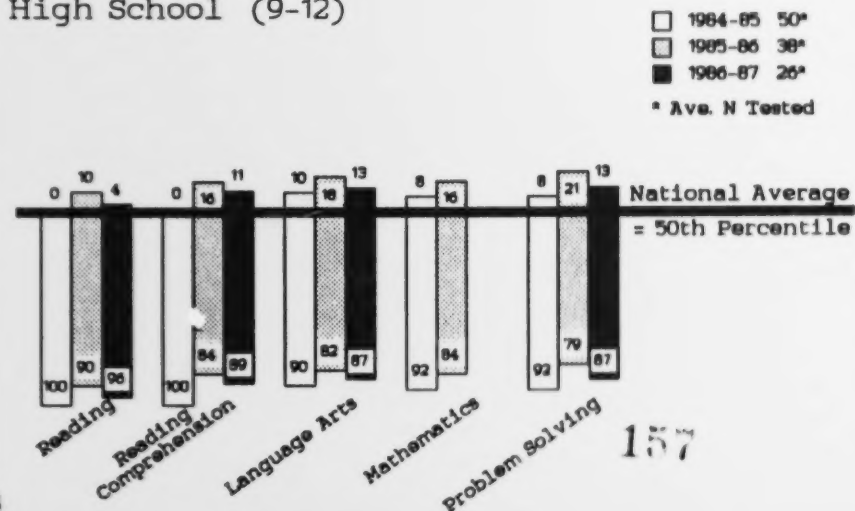
Intermediate (4-6)



Junior High (7-8)



High School (9-12)



KENAI PENINSULA BOROUGH SCHOOLS

THE STUDENTS

In 1987, Kenai's total enrollment was 8,253, down from 8,324 in 1986, but up from 8,076 in 1985. Over the three year period the percentage of new students entering the district was approximately 10%.

In 1987, 21% of Kenai's students qualified for free and reduced lunches. In 1986, 17% qualified and in 1985, 16% qualified.

Over the three year period, Kenai had the following percentages of its enrollment who were bilingual:

1987	5%
1986	5%
1985	4%

In 1987, 11% of Kenai's students qualified for special education programs. In 1986, 12% qualified.

THE CLASSROOM

There are 32 attendance areas in Kenai, covering a geographic area of 25,600 square miles. In 1987, there were 538 teachers in the district, 535 of whom were White, 1 was Hispanic, and 2 were Asian or Pacific Islander. 170 of Kenai's teachers held advanced degrees.

462 of Kenai's teachers had been teaching for more than 4 years. The average teacher salary in 1987 was \$33,905.

GRADUATION REQUIREMENTS

The graduation requirements in Kenai are as follows (in credits):

Language Arts	4.0
Mathematics	2.0
Physical Education	1.0
Science	2.0
Social Studies	3.0
Vocational Education	1.0
Fine Arts	1.0
Electives	7.0
TOTAL	21.0

BASIC SKILLS ASSESSMENT

In 1985 and 1986 Kenai used the 1978 edition of the SRA Achievement Series,, administering the test in April each year. In April, 1987, Kenai used the 1985 edition of the SRA Survey of Basic Skills.

The approximate percentage of students enrolled in the district for whom there were test results in 1987, 1986 and 1985 was 40%, 81% and 80% respectively.

Over the three year period, kindergarten students, students in grade 12 and special education students who were 2 or more grade levels below their appropriate grade were not tested. In 1987, one-half of the students district-wide were not tested.

Tests were scored by district staff and the results routinely reported to parents, teachers, principals, community, medai and the school board.

ASSESSMENT RESULTS

Figures 1 and 2 display the results of the basic skills testing in Reading, Reading Comprehension, Mathematics, Mathematics Problem Solving, and Language Arts.

Figure 1 shows the average scores for 1987. Results from testing in 1985 and 1986 are not included as they are based on a different test.

Figure 2 displays the percentage of students scoring above and below the 50th percentile. Like Figure 1, Figure 2 does not include the results from 1986 and 1985.

Results were not available for Mathematics Problem Solving in grades K-3 in 1987. As a result, Figures 1 and 2 do not include this information.

FIGURE ONE
KENAI PENINSULA SCHOOL DISTRICT
TRENDS IN BASIC SKILLS: PERCENTILE OF AVERAGE SCORES

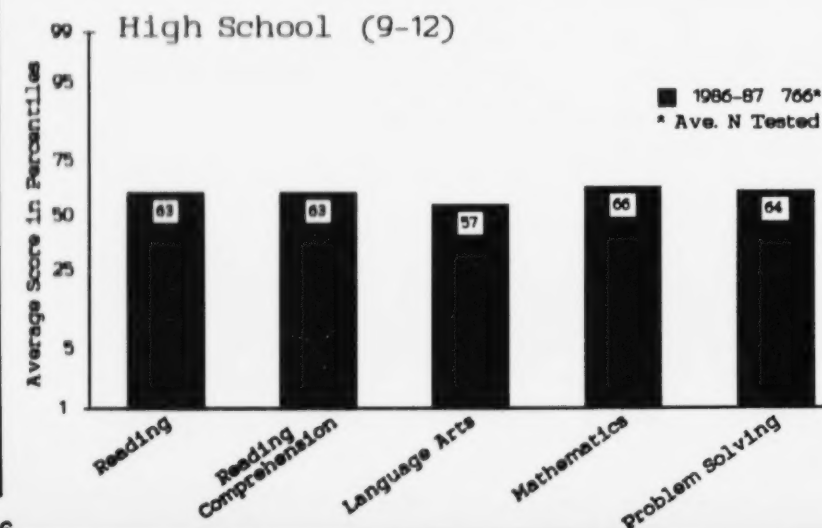
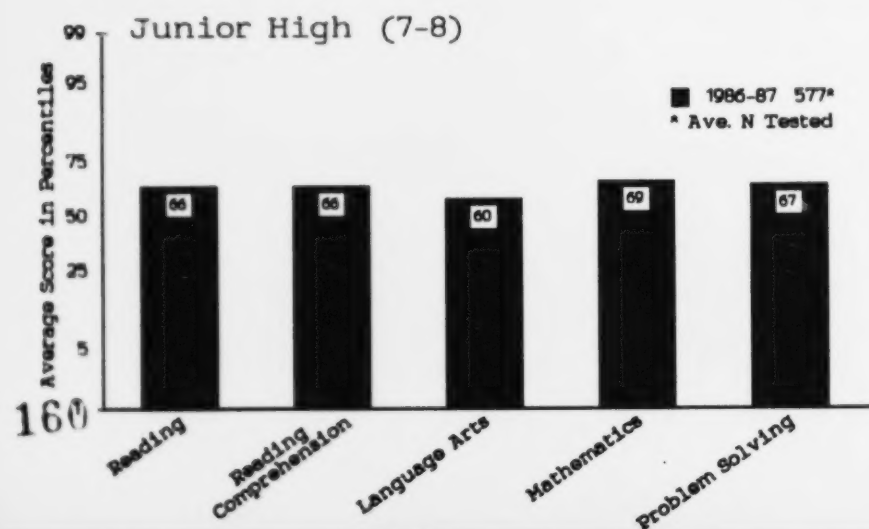
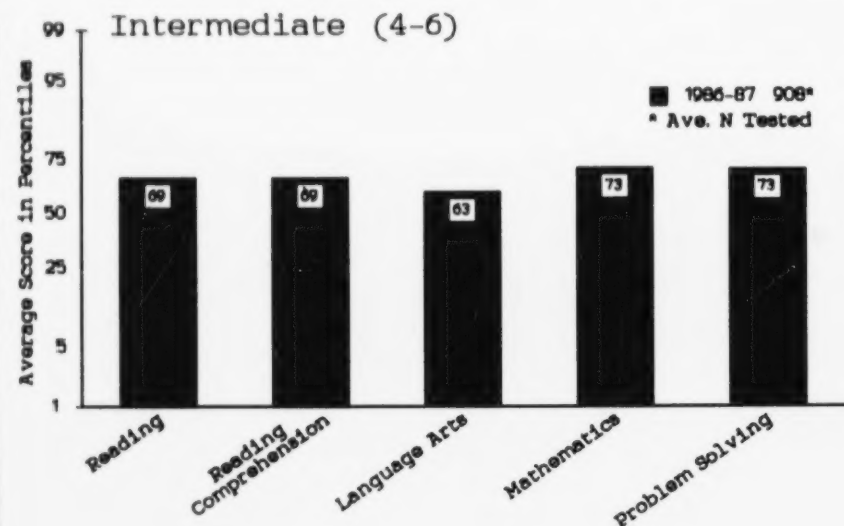
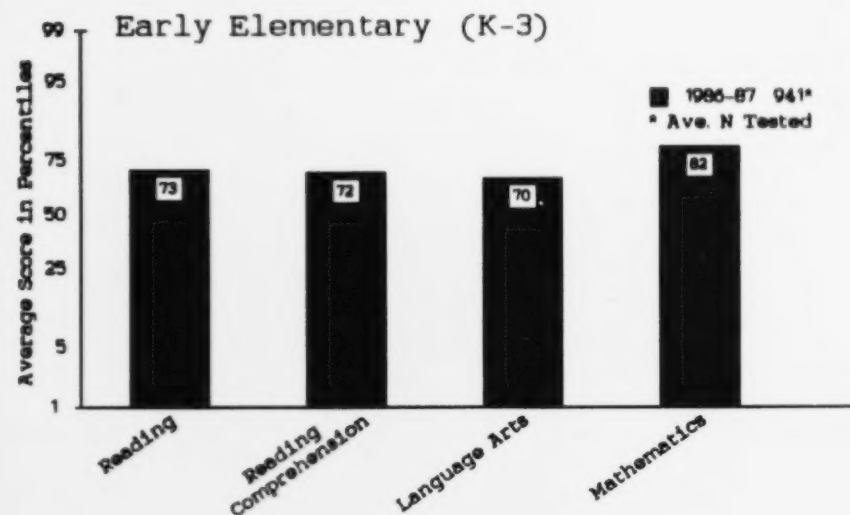
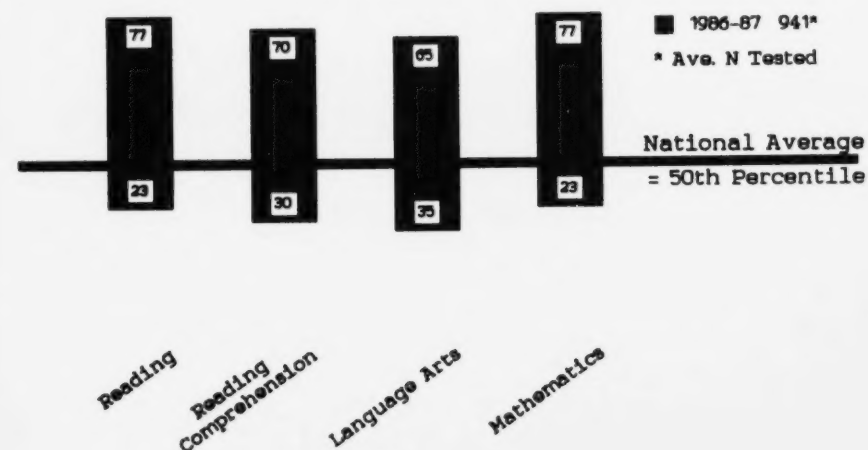
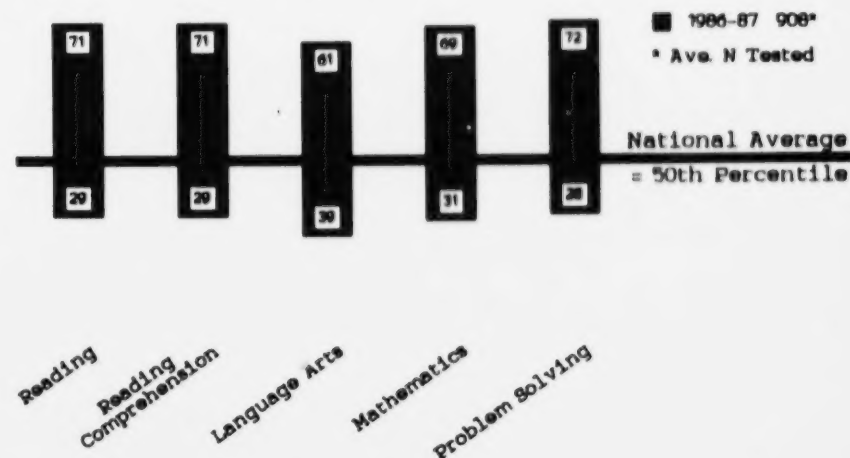


FIGURE TWO
KENAI PENINSULA SCHOOL DISTRICT
PERCENTAGES OF STUDENTS SCORING ABOVE AND BELOW THE NATIONAL 50th PERCENTILE

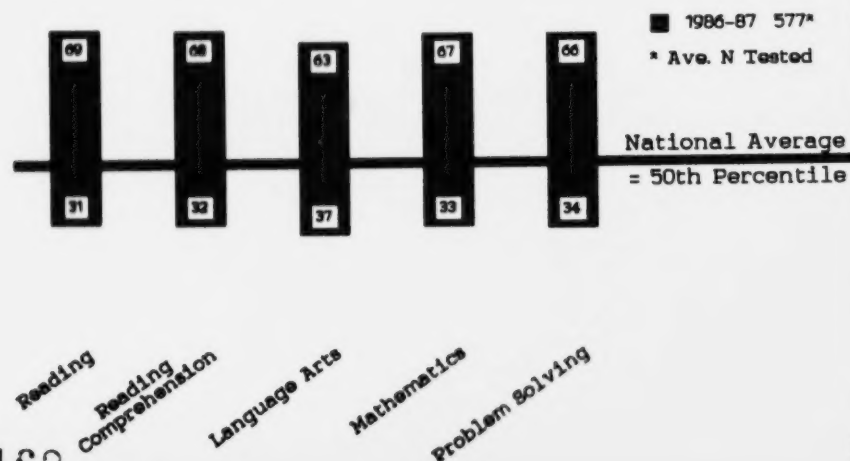
Early Elementary (K-3)



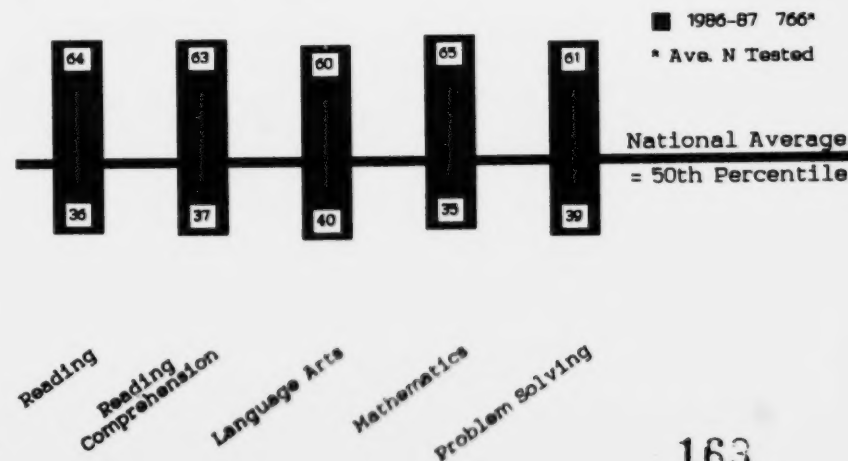
Intermediate (4-6)



Junior High (7-8)



High School (9-12)



KETCHIKAN GATEWAY BOROUGH SCHOOLS

THE STUDENTS

In 1987, Ketchikan's total enrollment was 2,502, up from 2,499 in 1986 and the same as 1985. Over the three year period the percentage of new students entering the district was approximately 20%.

In 1987, 11% of Ketchikan's students qualified for free and reduced lunches. In 1986, 10% qualified and in 1985, 22% qualified.

Over the three year period, Ketchikan had the following percentages of its enrollment who were bilingual:

1987	1%
1986	1%
1985	1%

In 1987 and 1986, 12% of Ketchikan's students qualified for special education programs.

THE CLASSROOM

There are 7 attendance areas in Ketchikan, covering a geographic area of 1,250 square miles. In 1987, there were 156 teachers in the district, 153 of whom were White, 1 was Hispanic, 1 was Asian or Pacific Islander, and 1 was Alaska Native. 59 of Ketchikan's teachers held advanced degrees.

139 of Ketchikan's teachers had been teaching for more than 4 years. The average teacher salary in 1987 was \$32,621.

GRADUATION REQUIREMENTS

The graduation requirements in Ketchikan are as follows (in credits):

Language Arts	4.0
Mathematics	2.0
Physical Education	1.0
Science	2.0
Social Studies	3.0
Electives	10.0
TOTAL	22.0

BASIC SKILLS ASSESSMENT

In 1986 and 1987 Ketchikan used the 1985 edition of the SRA Survey of Basic Skills, administering the test in April each year. In October, 1984, Ketchikan used the 1978 edition of the SRA Achievement Series.

The approximate percentage of students enrolled in the district for whom there were test results in 1987, 1986 and 1985 was 24%, 76% and 60% respectively.

In 1985 and 1986, kindergarten students were not tested. In 1987, students in grades 3,6,8 and 10 were tested. All other students were not tested.

No unusual test administration procedures were used in any of the three years.

Tests were scored by the test publisher and the results routinely reported to students, parents, teachers, principals, media and the school board.

ASSESSMENT RESULTS

Figures 1 and 2 display the results of the basic skills testing in Reading, Reading Comprehension, Mathematics, Mathematics Problem Solving, and Language Arts.

Figure 1 shows the trends in the average scores from 1986 to 1987. Results from testing in 1985 are not included as they are based on a different test. Figure 1 does not include results for Reading Comprehension in grades 9-12 for 1986 as the data were not available.

Figure 2 displays the percentage of students who scored above and below the 50th percentile. Like Figure 1, Figure 2 does not include the results from 1985.

Figure 2 does not include results from grades 9-12 in 1986 and from grades 7-8 in 1987 as they were not available.

FIGURE ONE
KETCHIKAN GATEWAY SCHOOL DISTRICT
TRENDS IN BASIC SKILLS: PERCENTILE OF AVERAGE SCORES

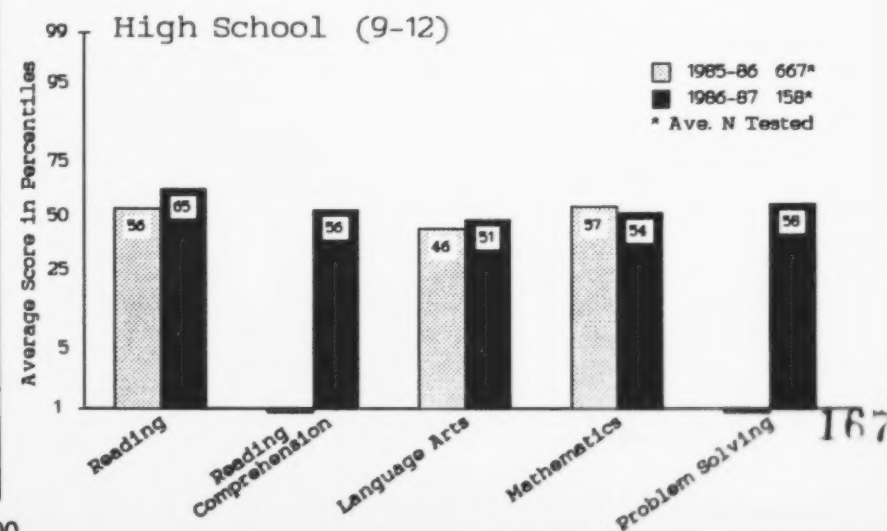
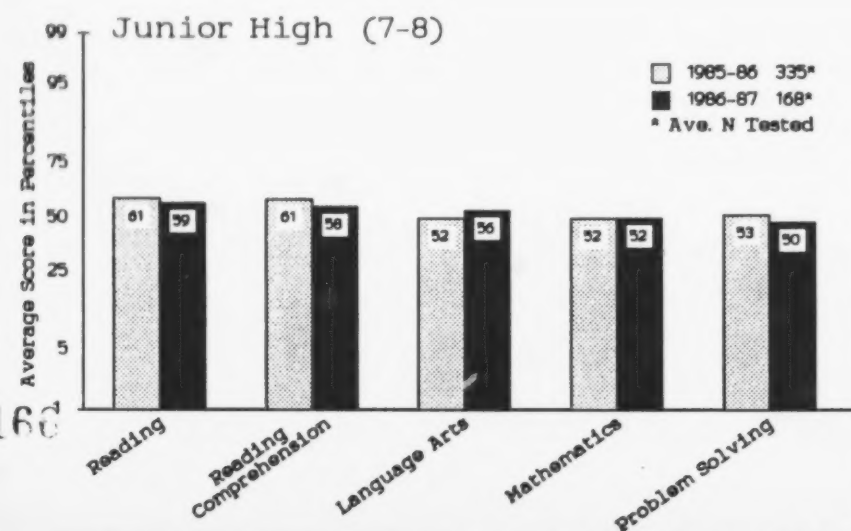
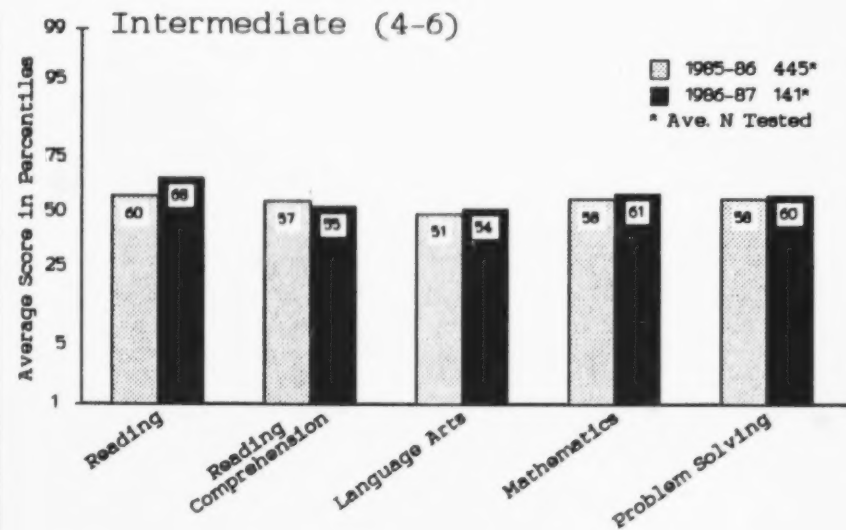
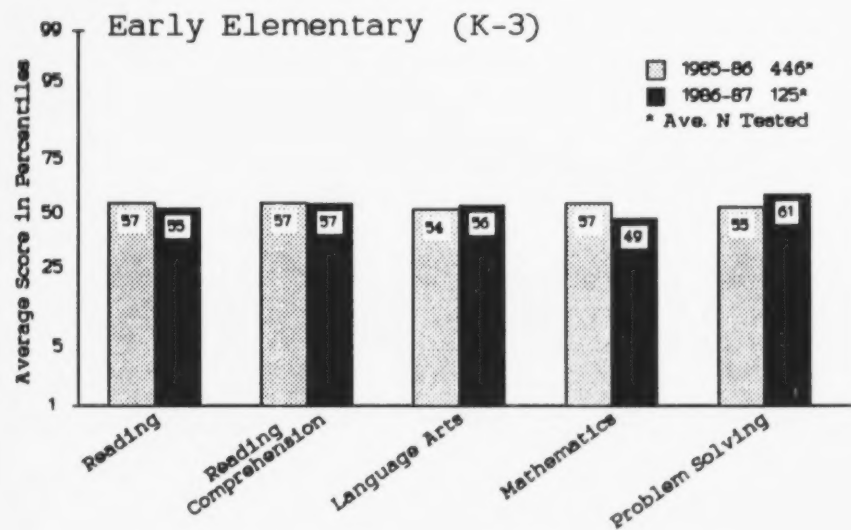
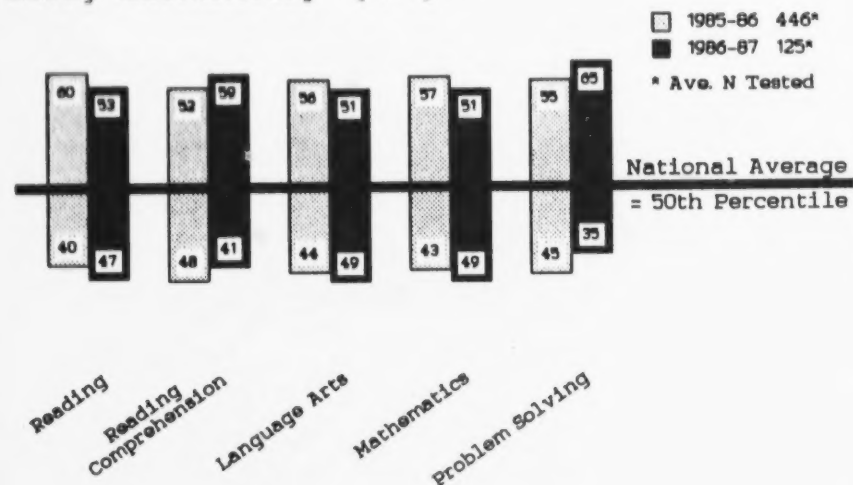
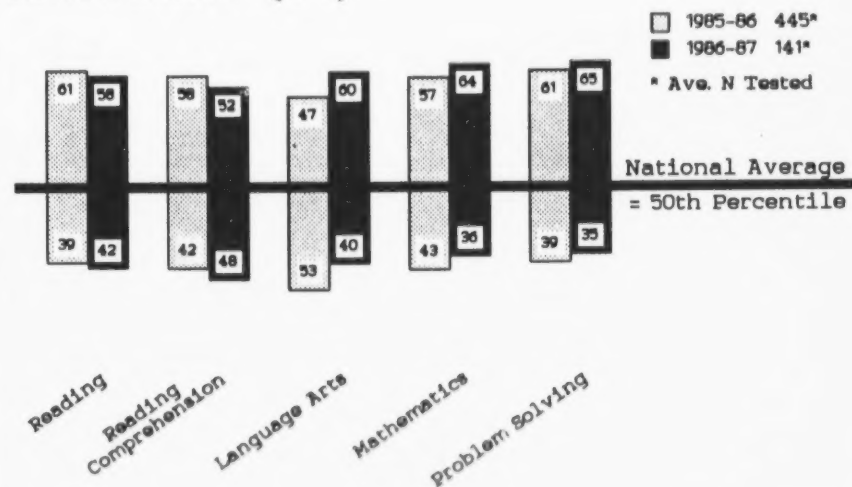


FIGURE TWO
KETCHIKAN GATEWAY SCHOOL DISTRICT
PERCENTAGES OF STUDENTS SCORING ABOVE AND BELOW THE NATIONAL 50th PERCENTILE

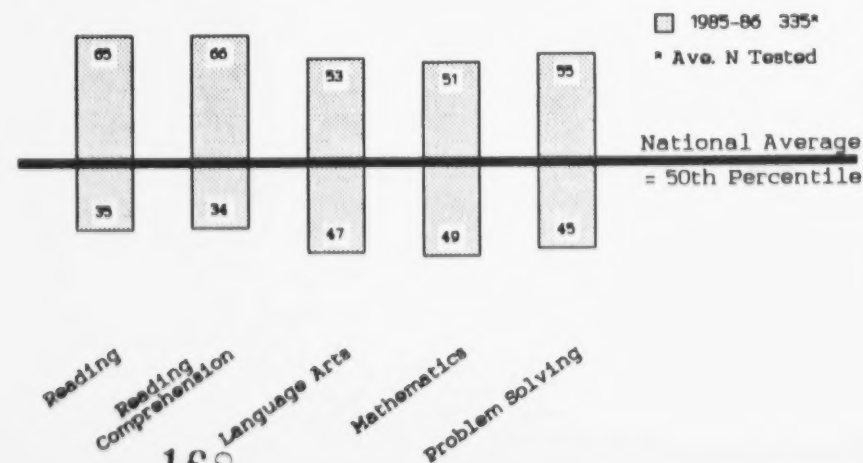
Early Elementary (K-3)



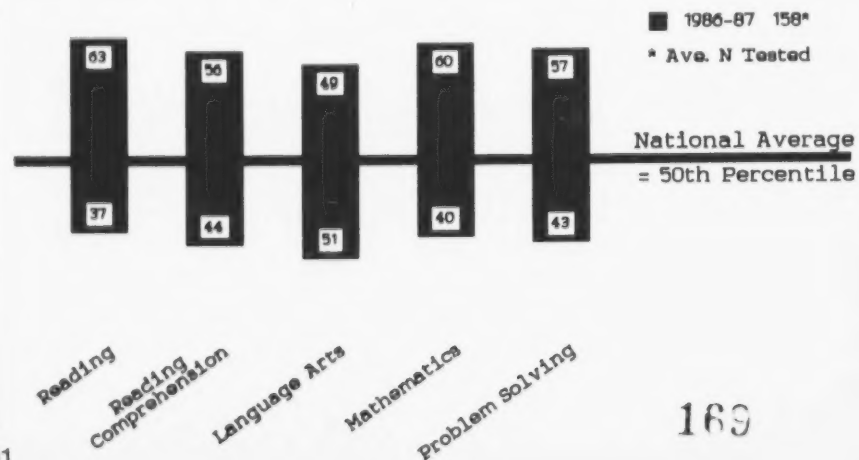
Intermediate (4-6)



Junior High (7-8)



High School (9-12)



KING COVE CITY SCHOOLS

THE STUDENTS

In 1987, King Cove's total enrollment was 131, up from 125 in 1986 and from 114 in 1985. Over the three year period the percentage of new students entering the district was approximately 6%.

In 1987, 41% of King Cove's students qualified for free and reduced lunches. In 1986, 31% qualified and in 1985, 34% qualified.

Over the three year period, King Cove had no bilingual students enrolled.

In 1987, 18% of King Cove's students qualified for special education programs. In 1986, 19% qualified.

THE CLASSROOM

There is 1 attendance area in King Cove, covering a geographic area of 12 square miles. In 1987, there were 14 teachers in the district, 13 of whom were White and 1 was Alaska Native. 2 of King Cove's teachers held advanced degrees.

11 of King Cove's teachers had been teaching for more than 4 years. The average teacher salary in 1987 was \$36,289.

GRADUATION REQUIREMENTS

The graduation requirements in King Cove are as follows (in credits):

Language Arts	4.0
Health	0.5
Mathematics	2.0
Physical Education	1.5
Science	2.0
Social Studies	3.0
Vocational Education	2.5
Electives	6.5
TOTAL	22.0

BASIC SKILLS ASSESSMENT

In 1986 and 1987 King Cove used the 1985 edition of the SRA Survey of Basic Skills, administering the test in April each year. In April, 1985, King Cove used the 1978 Metropolitan Achievement Test.

The approximate percentage of students enrolled in the district for whom there were test results in 1987, 1986 and 1985 was 92%, 99% and 92% respectively.

Over the three year period, no groups of students were systematically excluded from testing and no unusual test administration procedures were used.

Tests were scored by the test publisher and the results routinely reported to parents, teachers, and principals.

All students in grades K-12 were eligible to be tested.

ASSESSMENT RESULTS

Figures 1 and 2 display the results of the basic skills testing in Reading, Reading Comprehension, Mathematics, Mathematics Problem Solving, and Language Arts.

Figure 1 shows the trends in the average scores from 1986 to 1987. Results from testing in 1985 are not included as they are based on a different test.

Figure 2 displays the percentage of students who scored above and below the 50th percentile. Like Figure 1, Figure 2 does not include the results from 1985.

FIGURE ONE
KING COVE SCHOOL DISTRICT
TRENDS IN BASIC SKILLS: PERCENTILE OF AVERAGE SCORES

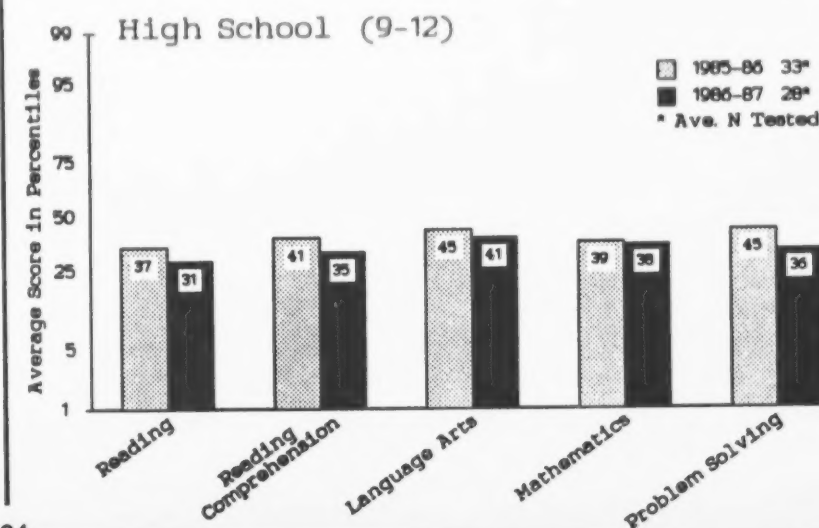
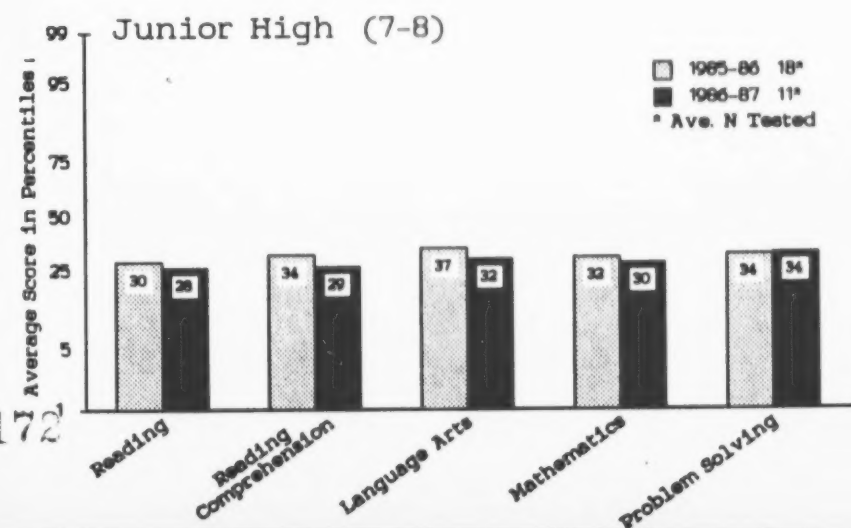
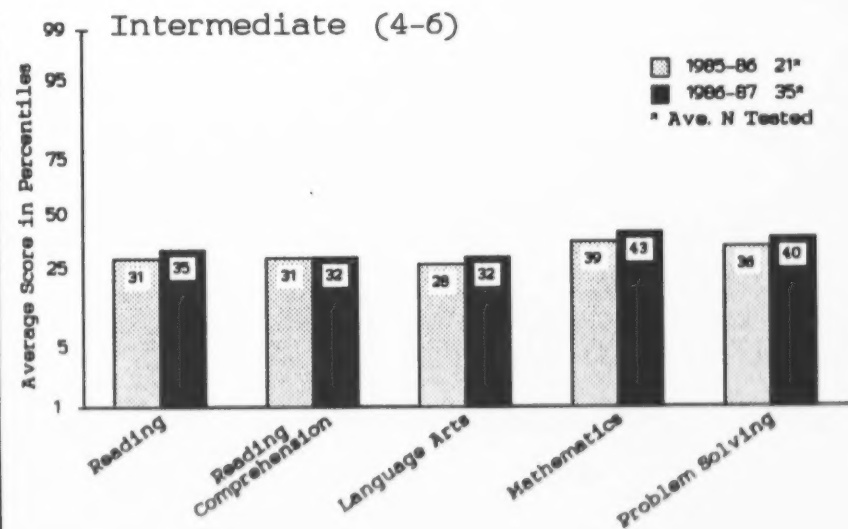
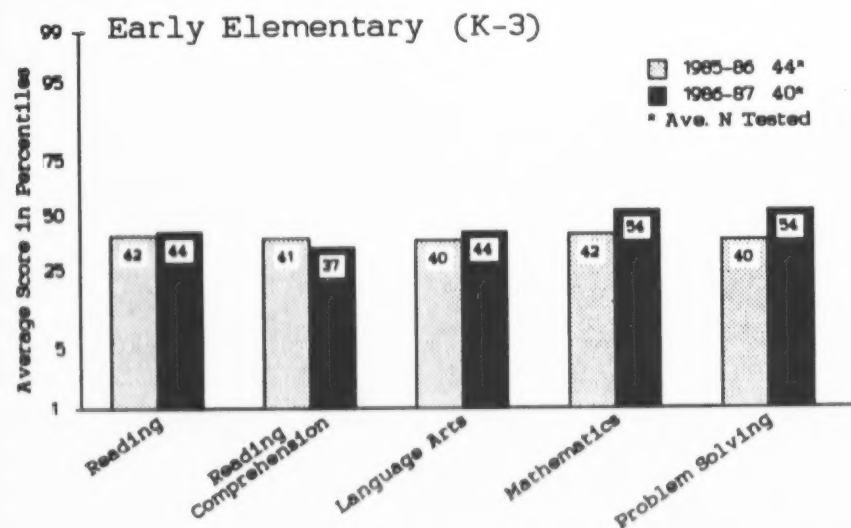
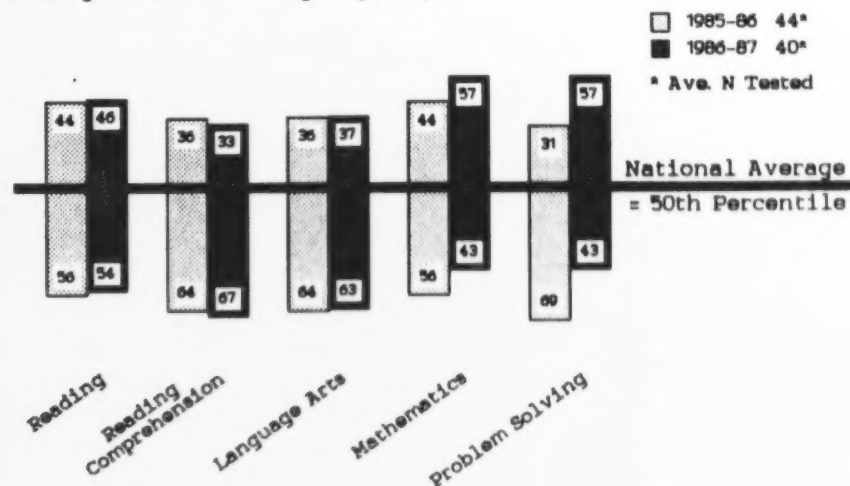
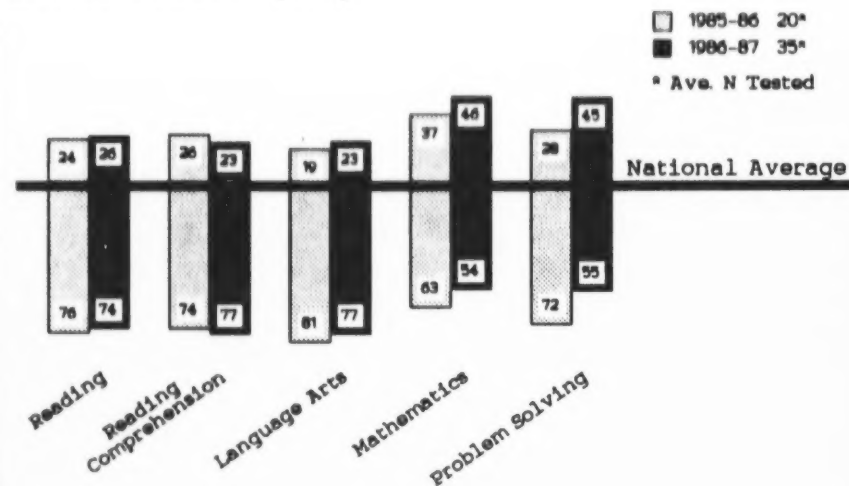


FIGURE TWO
KING COVE SCHOOL DISTRICT
PERCENTAGES OF STUDENTS SCORING ABOVE AND BELOW THE NATIONAL 50th PERCENTILE

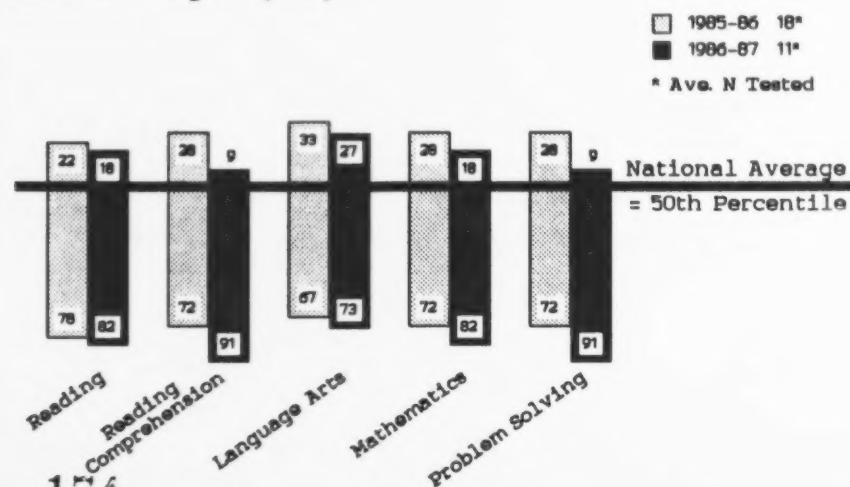
Early Elementary (K-3)



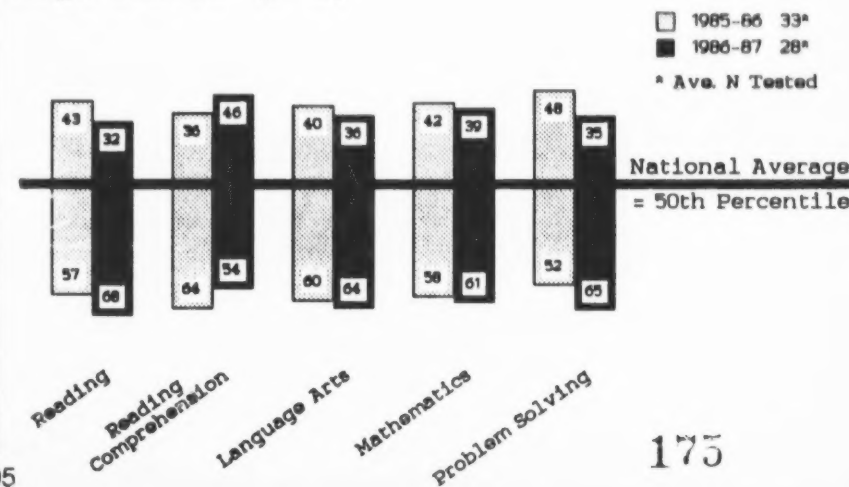
Intermediate (4-6)



Junior High (7-8)



High School (9-12)



KLAWOCK CITY SCHOOLS

THE STUDENTS

In 1987, Klawock's total enrollment was 162, down from 166 in 1986, but up from 155 in 1985. Over the three year period the percentage of new students entering the district was approximately 13%.

In 1987, 43% of Klawock's students qualified for free and reduced lunches. In 1986, 24% qualified and in 1985, 27% qualified.

Over the three year period, Klawock had no bilingual students enrolled.

In 1987, 23% of Klawock's students qualified for special education programs. In 1986, 25% qualified.

THE CLASSROOM

There is 1 attendance area in Klawock, covering a geographic area of 1 square mile. In 1987, there were 19 teachers in the district, 18 of whom were White and 1 was Alaska Native. 10 of Klawock's teachers held advanced degrees.

17 of Klawock's teachers had been teaching for more than 4 years. The average teacher salary in 1987 was \$38,593.

GRADUATION REQUIREMENTS

The graduation requirements in Klawock are as follows (in credits):

Language Arts	4.0
Mathematics	2.0
Physical Education	2.0
Science	2.0
Social Studies	3.0
Vocational Education	2.0
Electives	8.0
TOTAL	23.0

BASIC SKILLS ASSESSMENT

In 1985, Klawock used the 1978 edition of the Iowa Test of Basic Skills/Tests of Achievement and Proficiency (ITBS/TAP), administering the test in April. In April, 1987 and 1986, Klawock used the 1985 edition of the ITBS/TAP. The 1985 edition of the ITBS/TAP is more difficult than earlier editions of the ITBS/TAP.

The approximate percentage of students enrolled in the district for whom there were test results in 1987, 1986 and 1985 was 99%, 96% and 51% respectively.

Over the three year period, no groups of students were systematically excluded from testing and no unusual test administration procedures were used.

Tests were scored by the test publisher and the results routinely reported to students, parents, teachers, principals and the school board.

All students in grades K-12 were eligible to be tested.

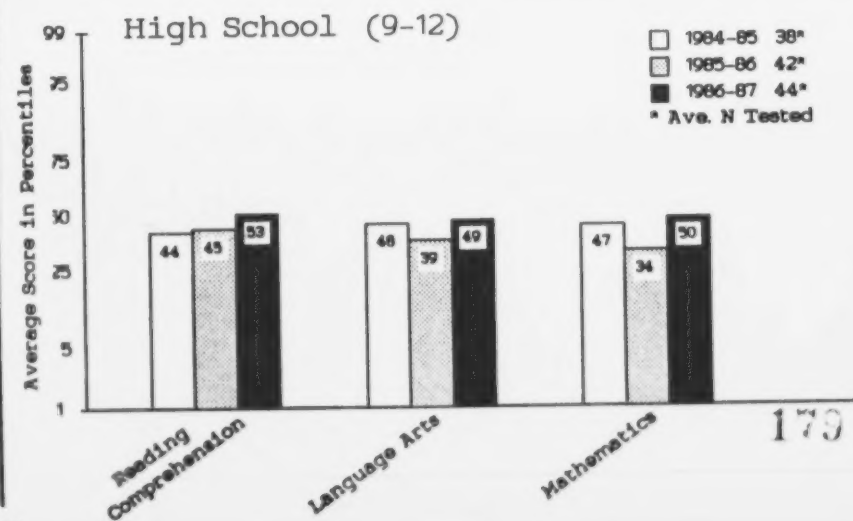
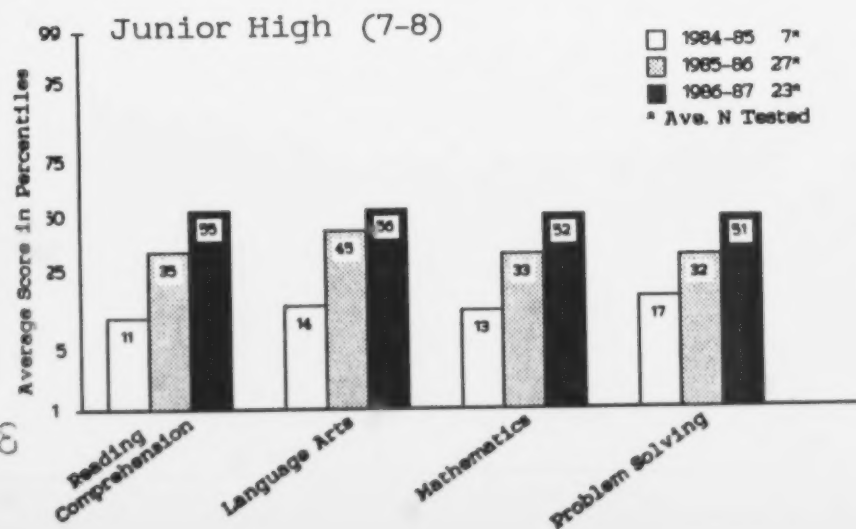
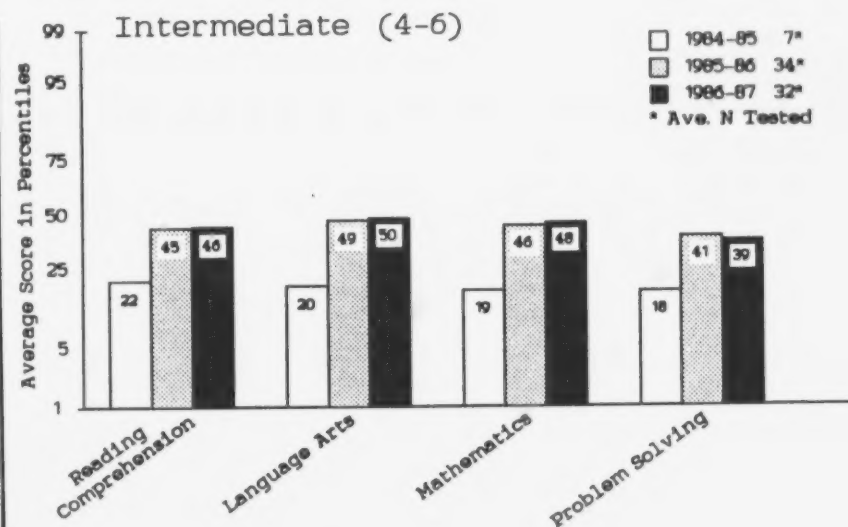
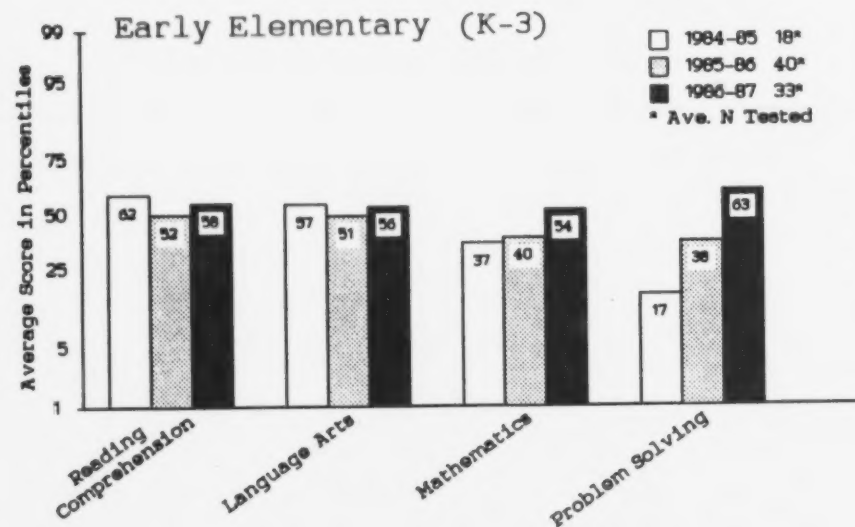
ASSESSMENT RESULTS

Figure 1 displays the results of the basic skills testing in Reading Comprehension, Mathematics, Mathematics Problem Solving, and Language Arts. The ITBS/TAP does not test Reading as a separate subskill. As a result, no Reading scores are presented.

The ITBS/TAP does not test Mathematics Problem Solving as a separate subskill in grades 9-12. As a result, Figure 1 does not include this information.

No data were available showing the percentage of students scoring above and below the 50th percentile. As a result, Figure 2 is not included in this profile.

FIGURE ONE
KLAWOCK CITY SCHOOL DISTRICT
TRENDS IN BASIC SKILLS: PERCENTILE OF AVERAGE SCORES



KODIAK ISLAND BOROUGH SCHOOLS

THE STUDENTS

In 1987, Kodiak's total enrollment was 2,279, down from 2,307 in 1986 and from 2294 in 1985. Over the three year period no data were available on the numbers of new students entering the district.

In 1987, 10% of Kodiak's students qualified for free and reduced lunches. In 1986, 17% qualified and in 1985, 18% qualified.

Over the three year period, Kodiak had the following percentages of its enrollment who were bilingual:

1987	3%
1986	3%
1985	3%

In 1987, 15% of Kodiak's students qualified for special education programs. In 1986, 14% qualified.

THE CLASSROOM

There are 12 attendance areas in Kodiak, covering a geographic area of 5,440 square miles. In 1987, there were 149 teachers in the district, 141 of whom were White, 4 were Asian or Pacific Islander, and 4 were Alaska Native. 49 of Kodiak's teachers held advanced degrees.

127 of Kodiak's teachers had been teaching for more than 4 years. The average teacher salary in 1987 was \$35,975.

GRADUATION REQUIREMENTS

The graduation requirements in Kodiak are as follows (in credits):

Language Arts	4.0
Health	0.5
Mathematics	2.0
Physical Education	1.0
Science	2.0
Social Studies	3.0
Vocational Education	1.0
Electives	7.5
TOTAL	21.0

BASIC SKILLS ASSESSMENT

In 1985 and 1986 Kodiak used the 1982 norms for the 1978 edition of the Iowa Test of Basic Skills/Tests of Achievement and Proficiency (ITBS/TAP), administering the test in March each year. In November, 1986, Kodiak used the 1985 edition of the ITBS/TAP. The 1985 edition of the ITBS/TAP is more difficult than earlier editions.

The approximate percentage of students enrolled in the district for whom there were test results in 1987, 1986 and 1985 was 37%, 24% and 70% respectively.

In 1985, students in grades 1-11 were tested. In 1986, only students in grades 3,7,9 and 11 were tested. In 1987, only students in grades 3,5,7,9, and 11 were tested.

Tests were scored by the test publisher and the results routinely reported to parents, teachers, principals, community, media and the school board.

ASSESSMENT RESULTS

Figures 1 and 2 display the results of the basic skills testing in Reading Comprehension, Mathematics, Mathematics Problem Solving, and Language Arts. The ITBS/TAP does not test Reading as a separate subskill. As a result, no Reading scores are presented.

Figure 1 shows the trends in the average scores over the three year period. The ITBS/TAP does not test Mathematics Problem Solving as a separate subskill in grades 9-12. As a result, Figure 1 does not include this information.

Figure 2 displays the percentage of students scoring above and below the 50th percentile. Like Figure 1, Figure 2 does not include information for Mathematics Problem Solving in grades 9-12.

For 1986, there are no graphs for grades 4-6 as there were no data available.

For 1986 and 1987, graphs in Figures 1 and 2 are not based on all students as not all students were tested.

FIGURE ONE
KODIAK ISLAND SCHOOL DISTRICT
TRENDS IN BASIC SKILLS: PERCENTILE OF AVERAGE SCORES

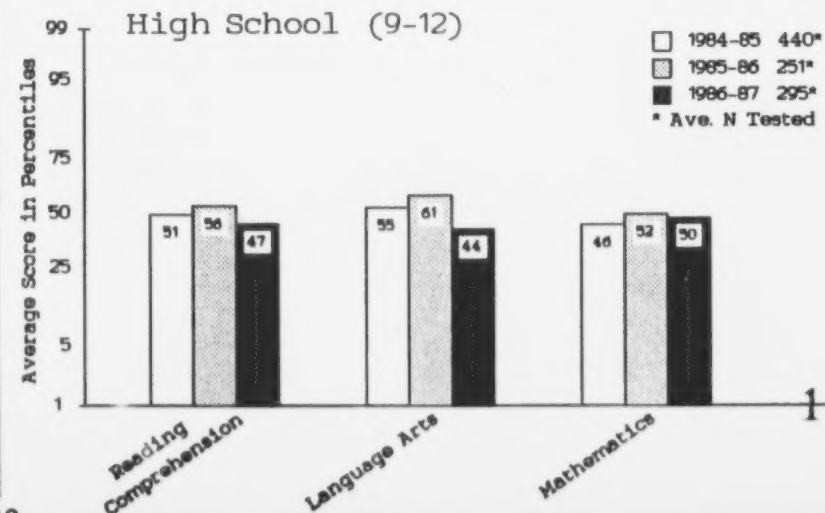
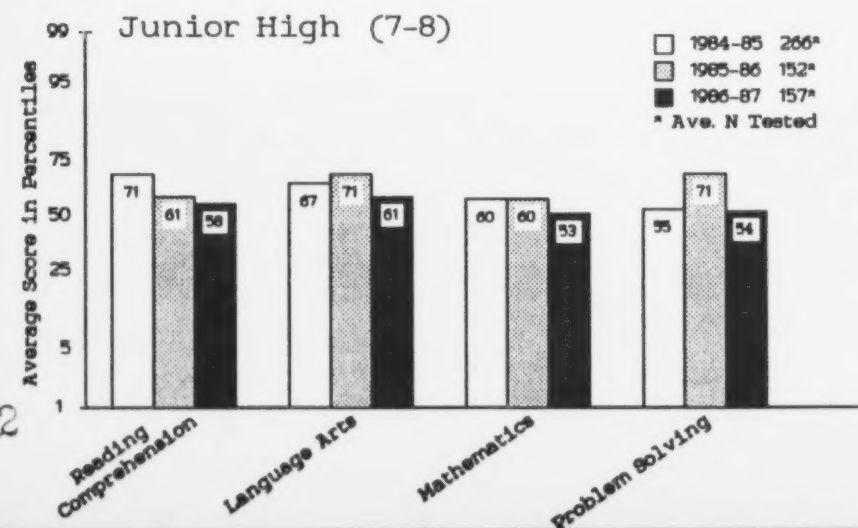
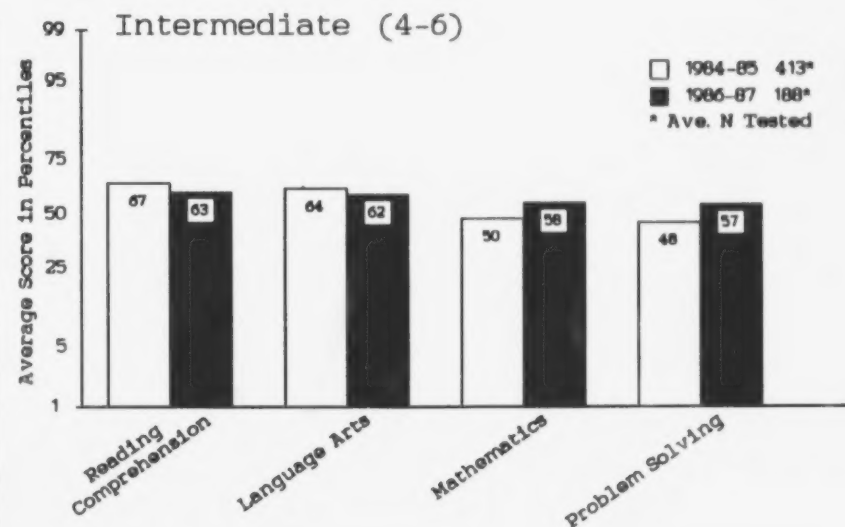
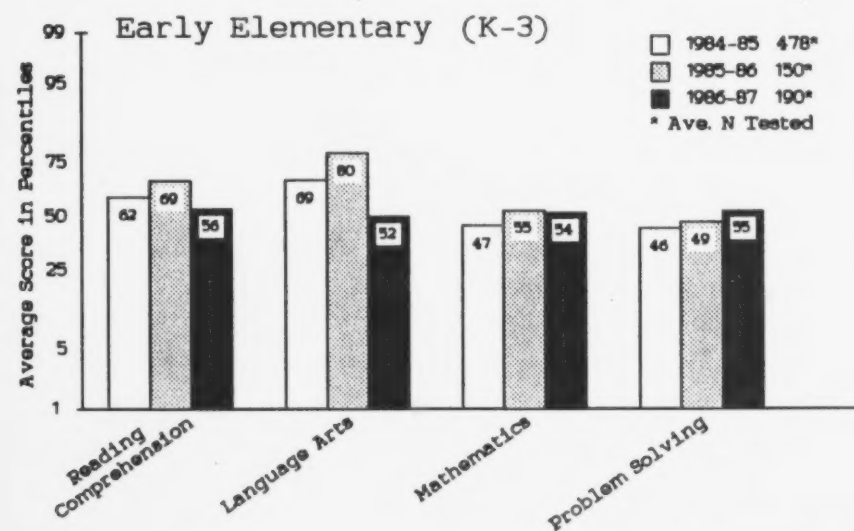
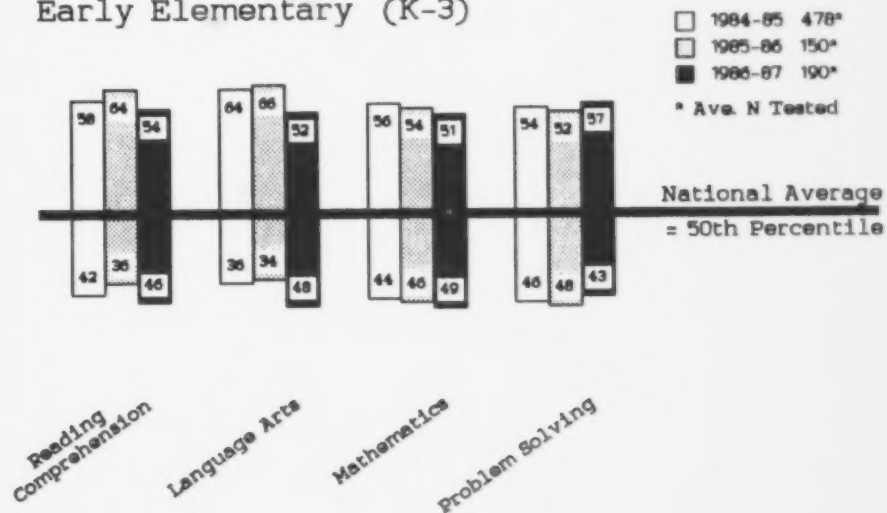
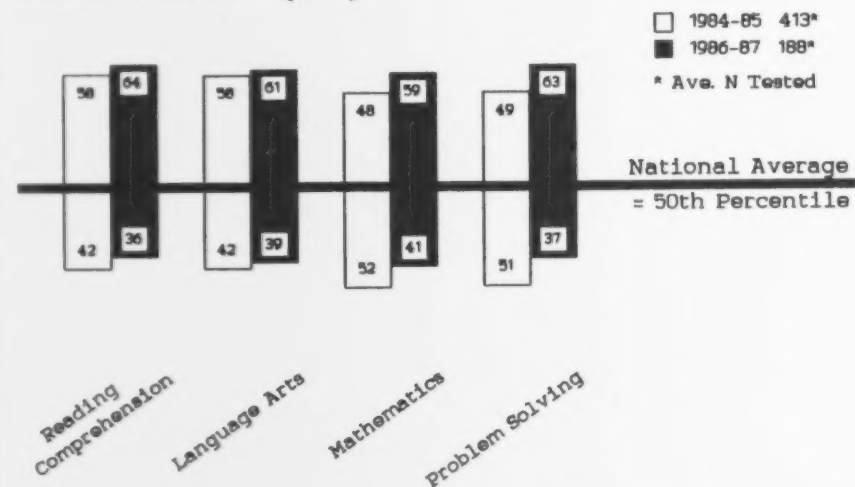


FIGURE TWO
KODIAK ISLAND SCHOOL DISTRICT
PERCENTAGES OF STUDENTS SCORING ABOVE AND BELOW THE NATIONAL 50th PERCENTILE

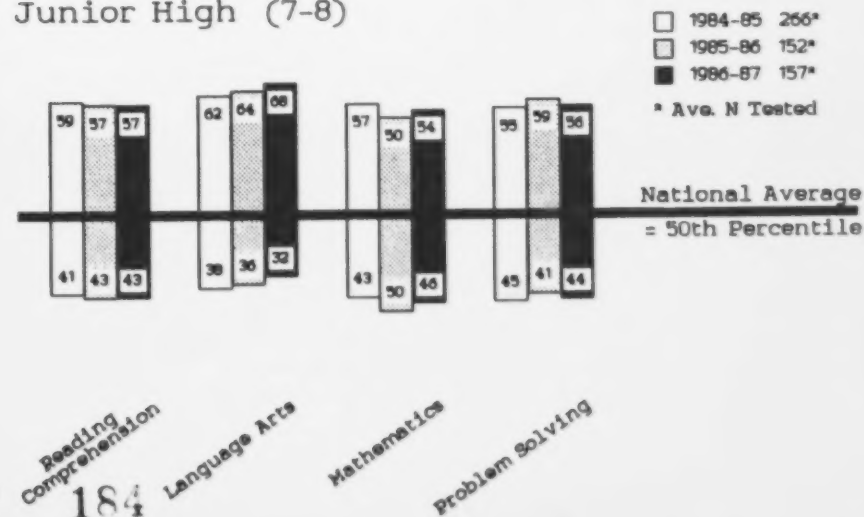
Early Elementary (K-3)



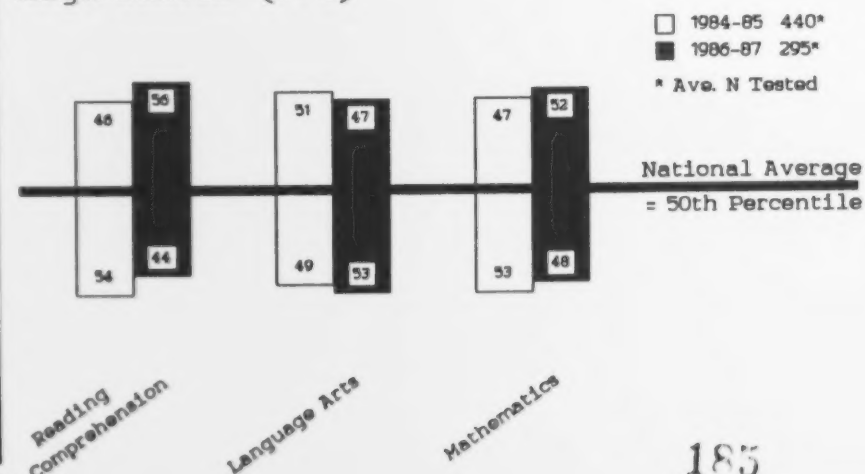
Intermediate (4-6)



Junior High (7-8)



High School (9-12)



THE STUDENTS

In 1987, Kuspuk's total enrollment was 355, up slightly from 353 in 1986 and 352 in 1985.

From 1985 to 1987, the percentage of new students entering the district each year was approximately 14%.

In 1987, 64% of Kuspuk's students qualified for free and reduced lunches. In 1986, 65% qualified and in 1985, 76% qualified.

Over the three year period Kuspuk had the following percentages of its enrollment who were bilingual:

1987	49%
1986	52%
1985	59%

In 1986, 12% of Kuspuk's students qualified for special education programs. In 1986, 13% qualified.

THE CLASSROOM

There are 8 attendance areas in Kuspuk, covering a geographic area of 12,120 square miles. In 1987, there were 45 teachers in the district. 43 were White and 2 were Black. 8 of Kuspuk's teachers held advanced degrees.

27 of Kuspuk's teachers had been teaching for more than 4 years. The average teacher salary in 1987 was \$39,562.

GRADUATION REQUIREMENTS

The graduation requirements in Kuspuk are as follows (in credits):

Language Arts	4.0
Health	0.5
Mathematics	3.0
Physical Education	1.5
Science	2.0
Social Studies	3.0
Vocational Education	3.0
Electives	6.0
TOTAL	23.0

BASIC SKILLS ASSESSMENT

Kuspuk used the 1978 SRA Achievement Series in each of the last three years, administering the test in April each year. New SRA norms became available in 1985 and Kuspuk has used the new norms in each of the three years. The approximate percentage of students enrolled in the district for whom there were test results in 1987, 1986 and 1985 was 96%, 88%, and 74% respectively.

Over the three year period, no groups of students had been systematically excluded from testing and no unusual test administration procedures were used.

Tests were scored by the test publisher and the results routinely reported to parents, teachers, principals, school board, and counselors.

All students in grades K-12 were eligible to be tested.

ASSESSMENT RESULTS

Figures 1 and 2 display the results of the basic skills testing in Reading, Reading Comprehension, Mathematics, Mathematics Problem Solving, and Language Arts.

Figure 1 shows the trends in the average scores over the three year period. The SRA Achievement Series does not test Language Arts in grades K and 1. As a result, K-3 trends are based on students in grades 2 and 3 only.

Mathematics Problem Solving is not tested until grade 4 on the SRA Achievement Series. Accordingly, there are no K-3 trend data shown.

Figure 2 displays the percentage of students who scored above and below the 50th percentile in each of the three years.

Figure 2, like Figure 1, does not include Total Language for K-1 and Mathematics Problem Solving for grades K-3.

FIGURE ONE
KUSPUK SCHOOL DISTRICT
TRENDS IN BASIC SKILLS: PERCENTILE OF AVERAGE SCORES

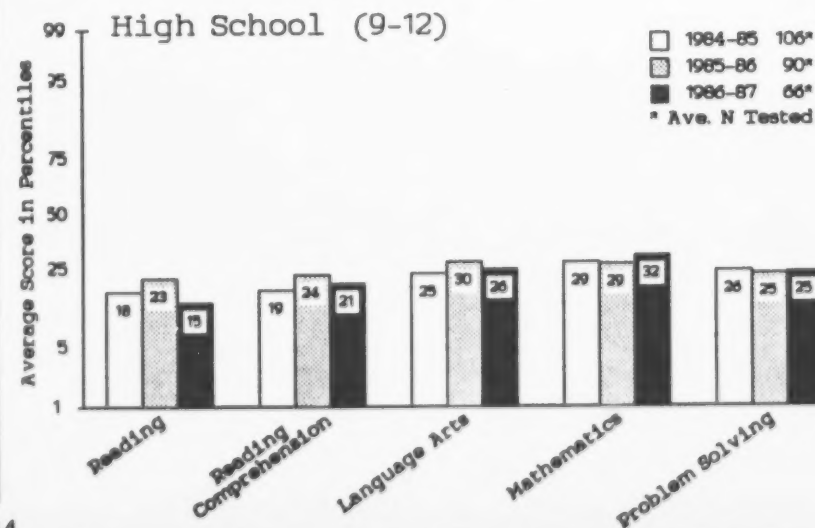
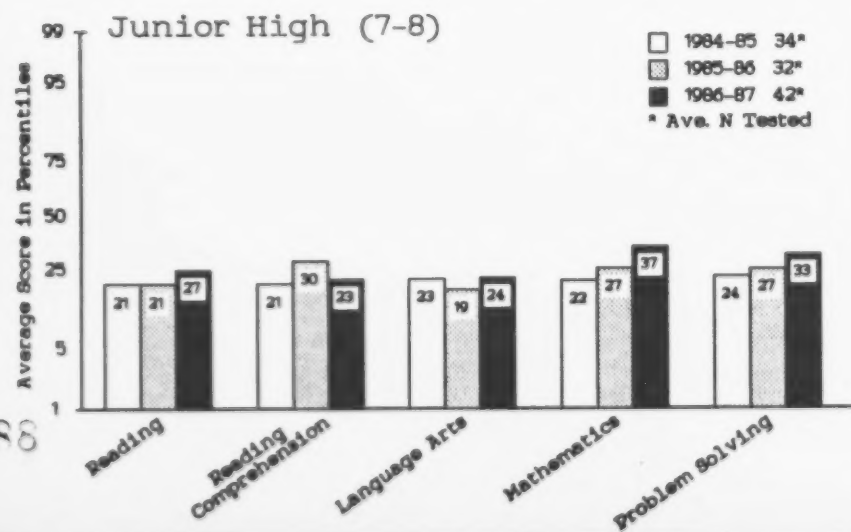
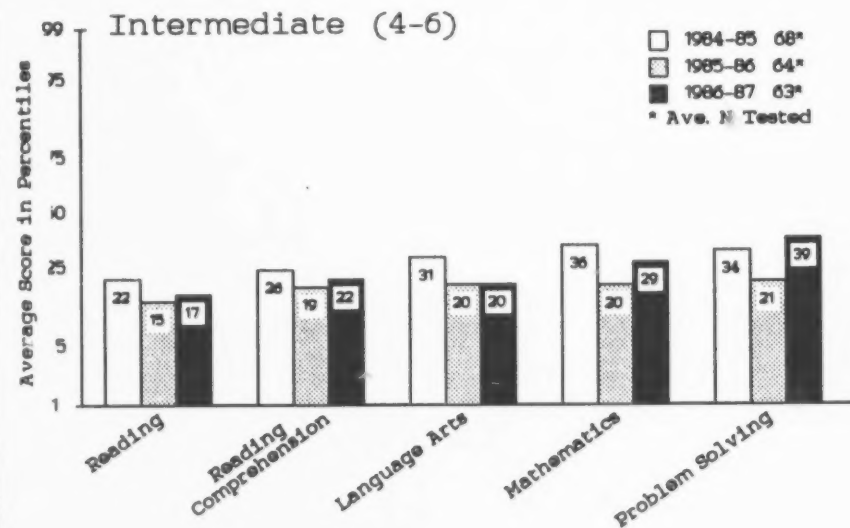
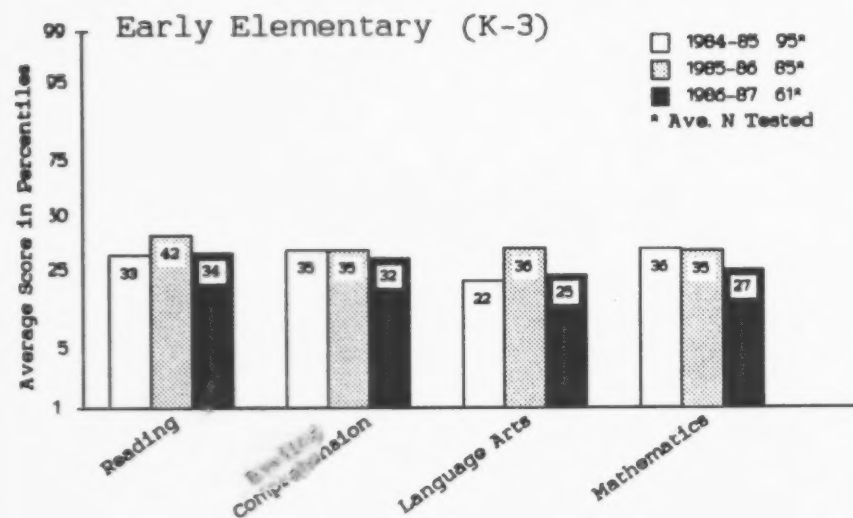
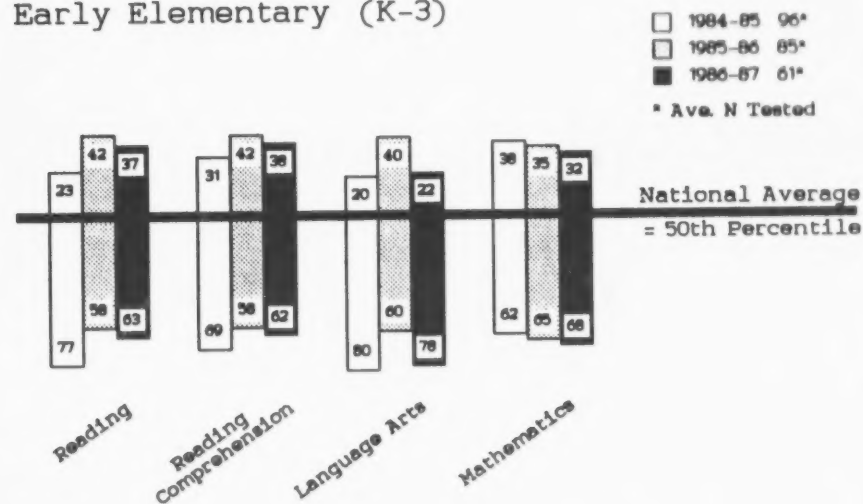
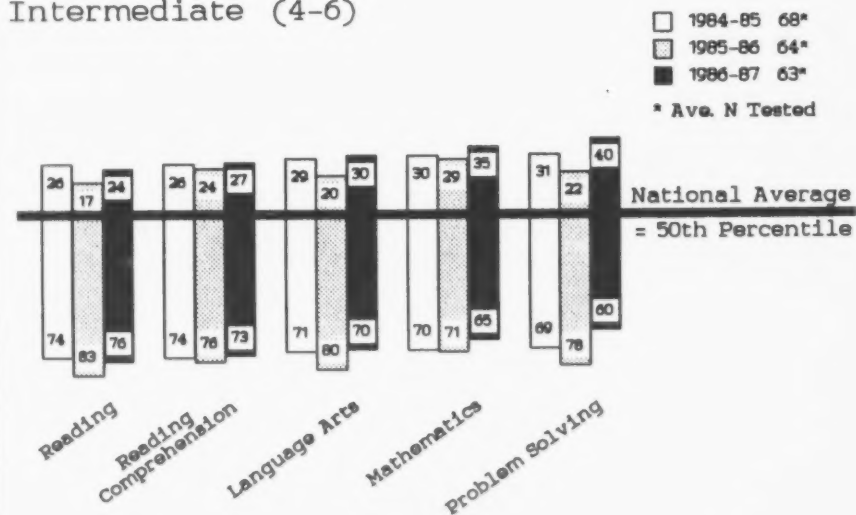


FIGURE TWO
KUSPUK SCHOOL DISTRICT
PERCENTAGES OF STUDENTS SCORING ABOVE AND BELOW THE NATIONAL 50th PERCENTILE

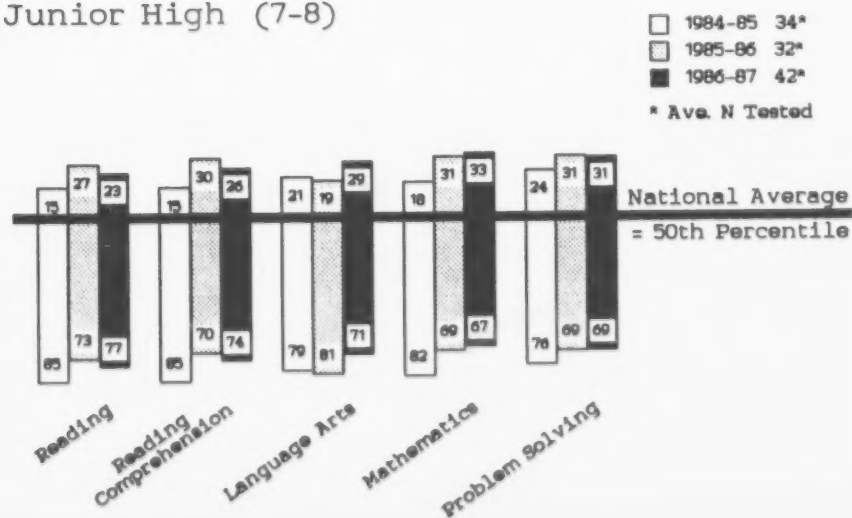
Early Elementary (K-3)



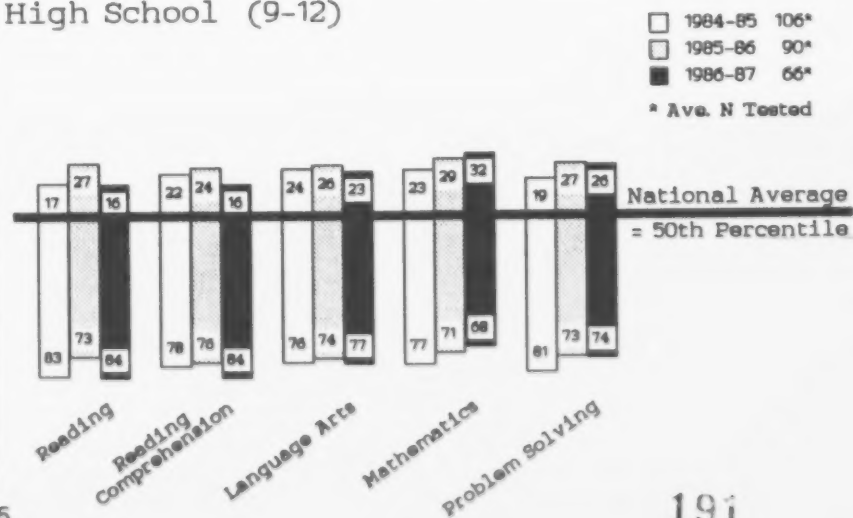
Intermediate (4-6)



Junior High (7-8)



High School (9-12)



LAKE AND PENINSULA SCHOOLS

THE STUDENTS

In 1987, Lake and Peninsula's total enrollment was 355, down from 360 in 1986, but up from 322 in 1985. Over the three year period the percentage of new students entering the district was approximately 1%.

In 1987, 49% of Lake and Peninsula's students qualified for free and reduced lunches. In 1986, 42% qualified and in 1985, 48% qualified.

Over the three year period, Lake and Peninsula had the following percentages of its enrollment who were bilingual:

1987	37%
1986	43%
1985	29%

In 1987, 11% of Lake and Peninsula's students qualified for special education programs. In 1986, 13% qualified.

THE CLASSROOM

There are 14 attendance areas in Lake and Peninsula, covering a geographic area of 32,021 square miles. In 1987, there were 45 teachers in the district, 39 of whom were White and 6 were Alaska Native. 18 of Lake and Peninsula's teachers held advanced degrees.

27 of Lake and Peninsula's teachers had been teaching for more than 4 years. The average teacher salary in 1987 was \$43,362.

GRADUATION REQUIREMENTS

The graduation requirements in Lake and Peninsula are as follows (in credits):

Language Arts	4.0
Mathematics	3.0
Physical Education	2.0
Science	2.0
Social Studies	3.0
Electives	8.0
TOTAL	22.0

BASIC SKILLS ASSESSMENT

In 1987, 1986 and 1985, Lake and Peninsula used the 1985 edition of the SRA Survey of Basic Skills, administering the test in April each year.

The approximate percentage of students enrolled in the district for whom there were test results in 1987, 1986 and 1985 was 88%, 94% and 92% respectively.

Over the three year period, no groups of students were systematically excluded from testing and no unusual test administration procedures were used.

Tests were scored by the test publisher and the results routinely reported to students, parents, teachers, principals and the school board.

All students in grades K-12 were eligible to be tested.

ASSESSMENT RESULTS

Figures 1 and 2 display the results of the basic skills testing in Reading, Reading Comprehension, Mathematics, Mathematics Problem Solving, and Language Arts.

Figure 1 shows the trends in the average scores over the three year period.

Figure 2 displays the percentage of students scoring above and below the 50th percentile.

FIGURE ONE
LAKE AND PENINSULA SCHOOL DISTRICT
TRENDS IN BASIC SKILLS: PERCENTILE OF AVERAGE SCORES

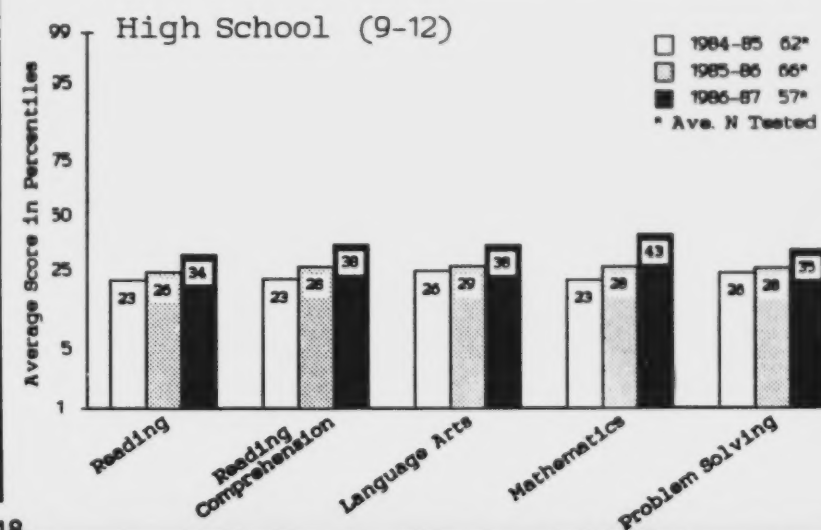
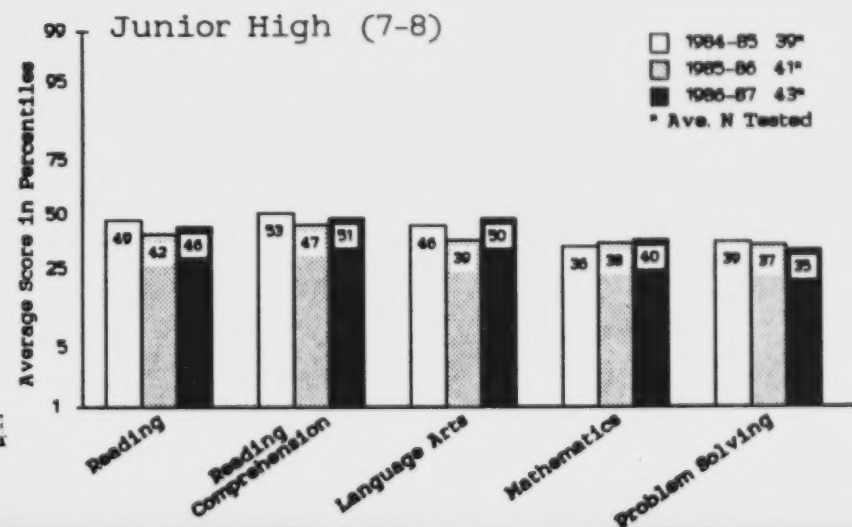
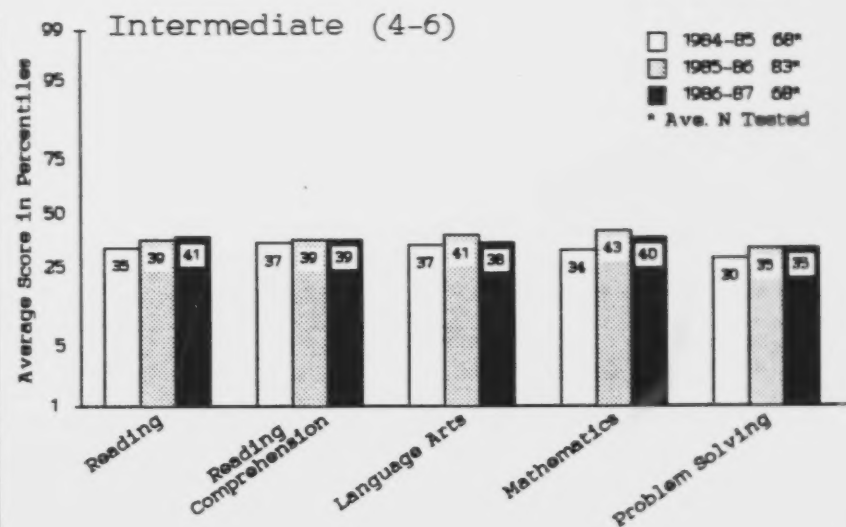
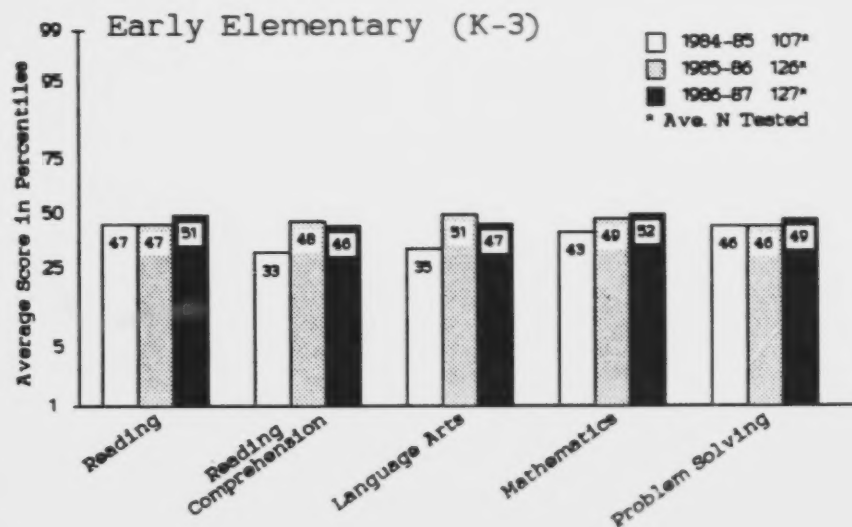
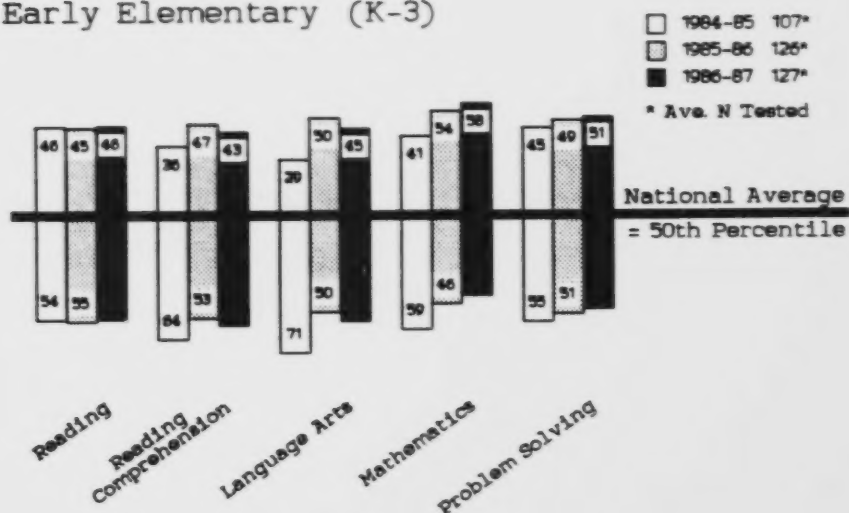


FIGURE TWO
LAKE AND PENINSULA SCHOOL DISTRICT
PERCENTAGES OF STUDENTS SCORING ABOVE AND BELOW THE NATIONAL 50th PERCENTILE

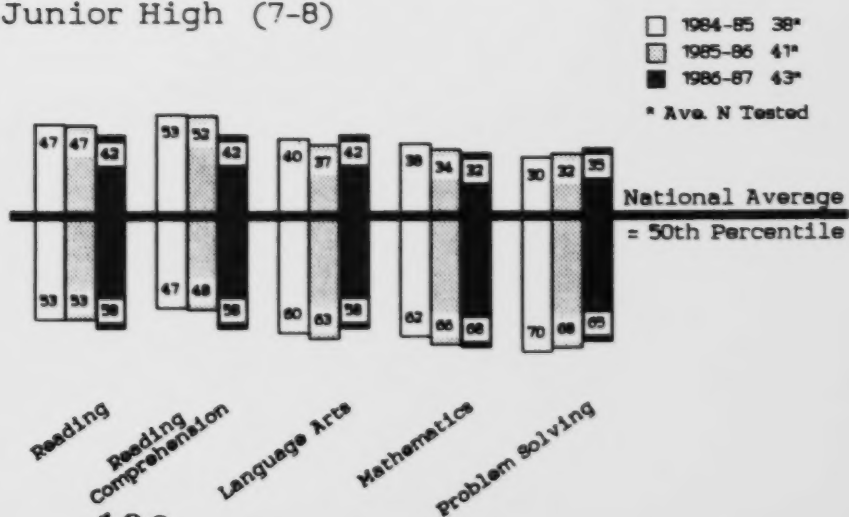
Early Elementary (K-3)



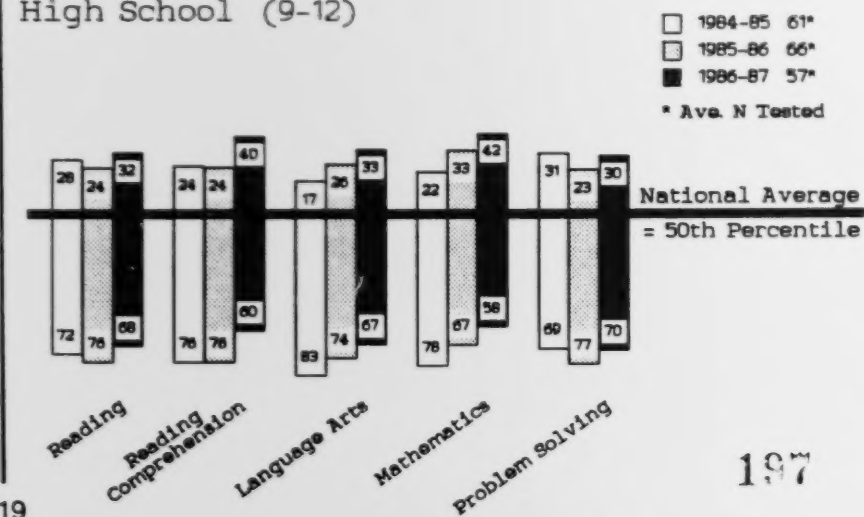
Intermediate (4-6)



Junior High (7-8)



High School (9-12)



LOWER KUSKOKWIM SCHOOLS

THE STUDENTS

In 1987, Lower Kuskokwim's total enrollment was 2,502, down from 2,513 in 1986 but up from 2,332 in 1985. Over the three year period the percentage of new students entering the district was negligible.

In 1987, 72% of Lower Kuskokwim's students qualified for free and reduced lunches. In 1986, 73% qualified.

Over the two year period, Lower Kuskokwim had the following percentages of its enrollment who were bilingual:

1987	79%
1986	78%
1985	61%

In 1987, 15% of Lower Kuskokwim's students qualified for special education programs. In 1986, 15% qualified.

THE CLASSROOM

There are 24 attendance areas in Lower Kuskokwim, covering a geographic area of 23,792 square miles. In 1987, there were 226 teachers in the district, 203 of whom were White, 1 was Black, 2 were Asian or Pacific Islander, 2 were American Indian, and 18 were Alaska Native. 74 of Lower Kuskokwim's teachers held advanced degrees.

178 of Lower Kuskokwim's teachers had been teaching for more than 4 years. The average teacher salary in 1987 was \$44,235.

GRADUATION REQUIREMENTS

The graduation requirements in Lower Kuskokwim are as follows (in credits):

Language Arts	4.0
Health	0.5
Mathematics	3.0
Physical Education	1.0
Science	2.5
Social Studies	3.5
Electives	6.5
TOTAL	21.0

BASIC SKILLS ASSESSMENT

In 1987, 1986 and 1985 Lower Kuskokwim used the 1982 edition of the Comprehensive Test of Basic Skills (CTBS), administering the test in April each year. No test results were available for 1985.

The approximate percentage of students enrolled in the district for whom there were test results in 1987 and 1986 was 94% and 93% respectively.

Over the three year period, no groups of students were systematically excluded from testing and no unusual test administration procedures were used.

Tests were scored by the test publisher and the results routinely reported to students, parents, teachers, principals, community and the school board.

All students in grades K-12 were eligible to be tested.

ASSESSMENT RESULTS

Figures 1 and 2 display the results of the basic skills testing in Reading, Reading Comprehension, Mathematics, Mathematics Problem Solving, and Language Arts.

Figure 1 shows the trends in the average scores from 1986 to 1987.

Figure 2 displays the percentage of students who scored above and below the 50th percentile in 1986 and 1987.

No data were available for 1985. As a result, Figures 1 and 2 do not contain 1985 results.

FIGURE ONE
LOWER KUSKOKWIM SCHOOL DISTRICT
TRENDS IN BASIC SKILLS: PERCENTILE OF AVERAGE SCORES

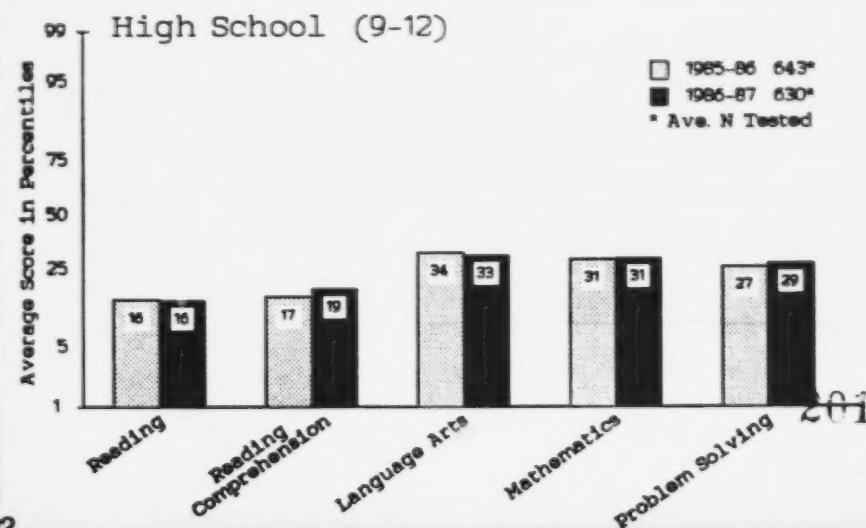
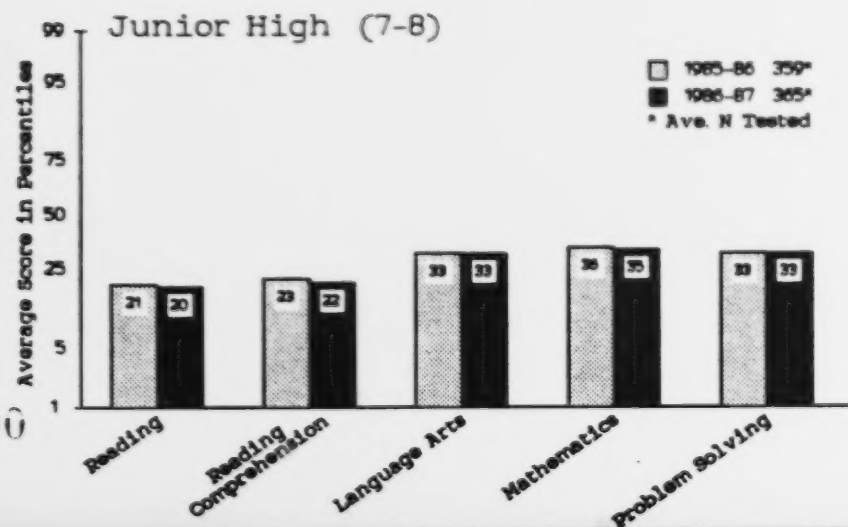
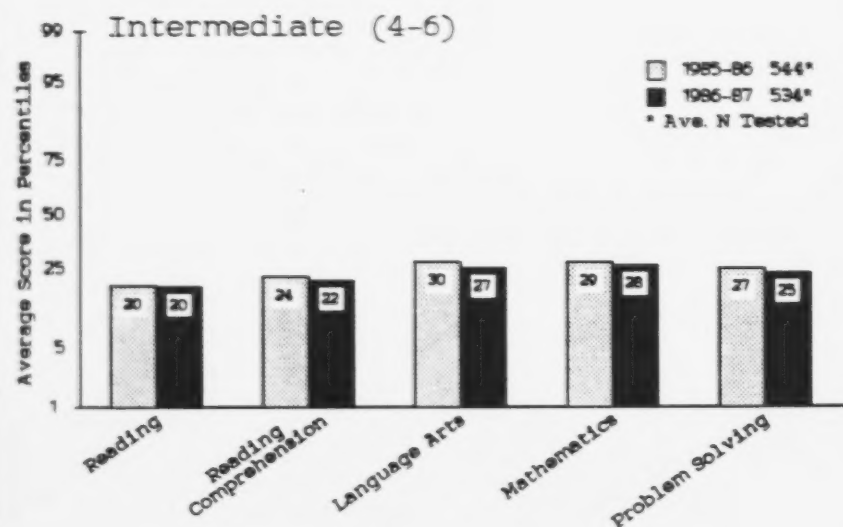
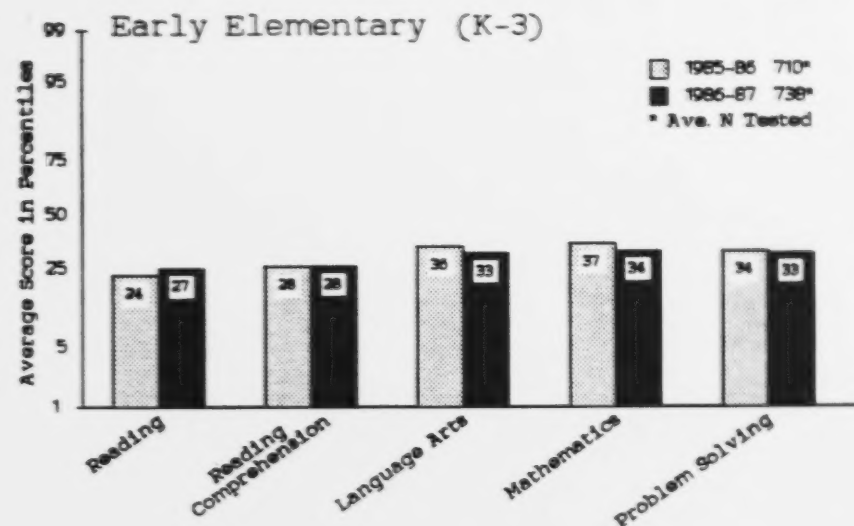
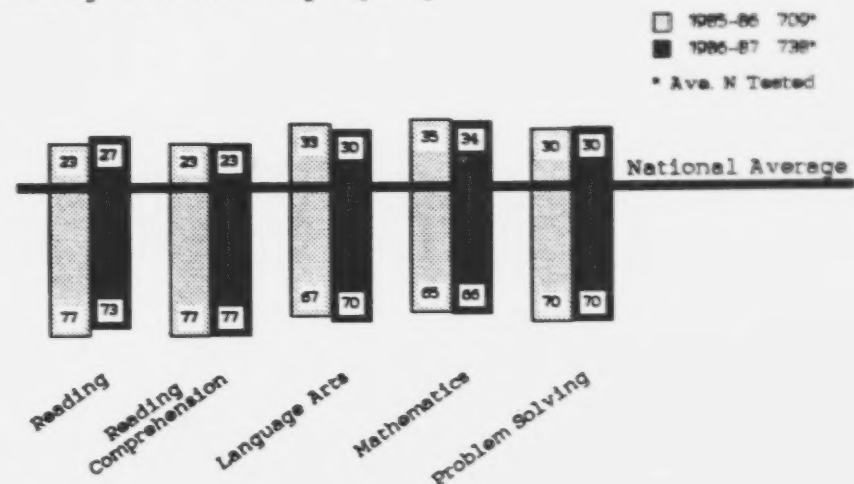
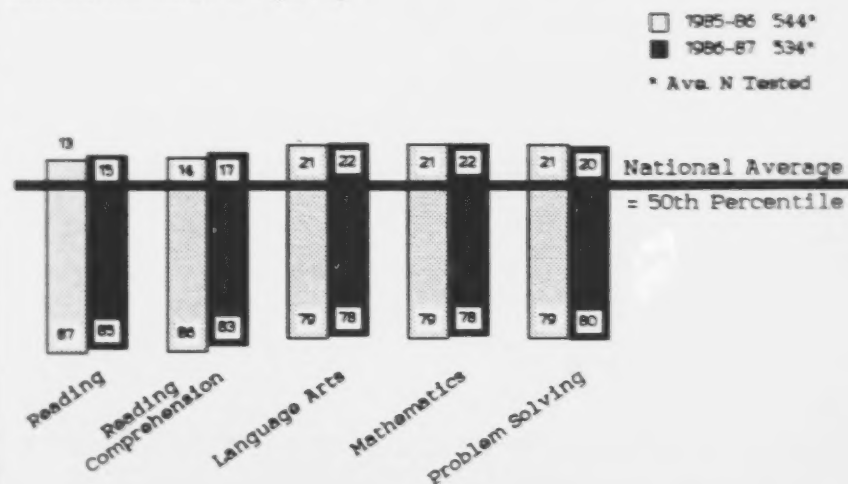


FIGURE TWO
LOWER KUSKOKWIM SCHOOL DISTRICT
PERCENTAGES OF STUDENTS SCORING ABOVE AND BELOW THE NATIONAL 50th PERCENTILE

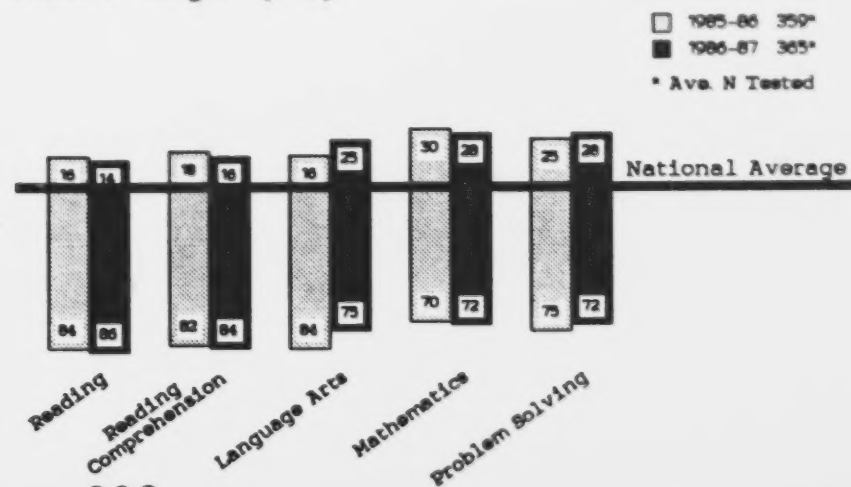
Early Elementary (K-3)



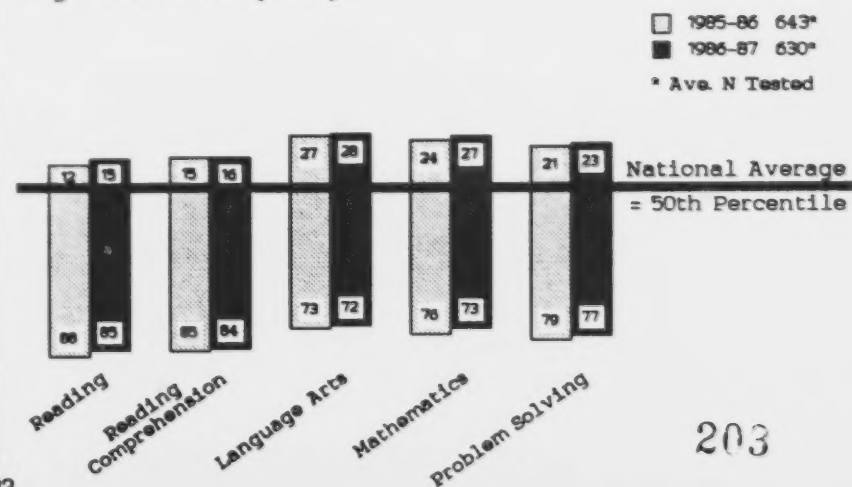
Intermediate (4-6)



Junior High (7-8)



High School (9-12)



LOWER YUKON SCHOOLS

THE STUDENTS

In 1987, Lower Yukon's total enrollment was 1,266, up from 1,238 in 1986, but down from 1,296 in 1985. Over the three year period the percentage of new students entering the district was approximately 2%.

In 1987, 86% of Lower Yukon's students qualified for free and reduced lunches. In 1986, 92% qualified and in 1985, 89% qualified.

Over the three year period, Lower Yukon had the following percentages of its enrollment who were bilingual:

1987	99%
1986	97%
1985	85%

In 1987, 15% of Lower Yukon's students qualified for special education programs. In 1986, 14% qualified.

THE CLASSROOM

There are 11 attendance areas in Lower Yukon, covering a geographic area of 19,302 square miles. In 1987, there were 120 teachers in the district, 107 of whom were White, 1 was Hispanic, 2 were Asian or Pacific Islander, and 10 were Alaska Native. 27 of Lower Yukon's teachers held advanced degrees.

84 of Lower Yukon's teachers had been teaching for more than 4 years. The average teacher salary in 1987 was \$44,300.

GRADUATION REQUIREMENTS

The graduation requirements in Lower Yukon are as follows (in credits):

Language Arts	4.0
Health	1.0
Mathematics	2.0
Physical Education	1.0
Science	2.0
Social Studies	3.0
Electives	9.0
TOTAL	22.0

BASIC SKILLS ASSESSMENT

In 1986 and 1987 Lower Yukon used the 1985 edition of the SRA Survey of Basic Skills, administering the test in April each year. In April, 1985, Lower Yukon used the 1978 SRA Achievement Series.

The approximate percentage of students enrolled in the district for whom there were test results in 1987, 1986 and 1985 was 80%, 86% and 88% respectively.

In 1985 and 1986, special education and selected Chapter 1 students were not tested. In 1987, students categorized as mentally retarded were not tested and scores from one site and for most students in grade 12 were not included.

Tests were scored by the test publisher and the results routinely reported to students, parents, teachers, principals and the school board.

ASSESSMENT RESULTS

Figures 1 and 2 display the results of the basic skills testing in Reading, Reading Comprehension, Mathematics, Mathematics Problem Solving, and Language Arts.

Figure 1 shows the trends in the average scores from 1986 to 1987. Results from testing in 1985 are not included as they are based on a different test.

Figure 2 displays the percentage of students who scored above and below the 50th percentile in each year. Like Figure 1, Figure 2 does not include the results from 1985.

FIGURE ONE
LOWER YUKON SCHOOL DISTRICT
TRENDS IN BASIC SKILLS: PERCENTILE OF AVERAGE SCORES

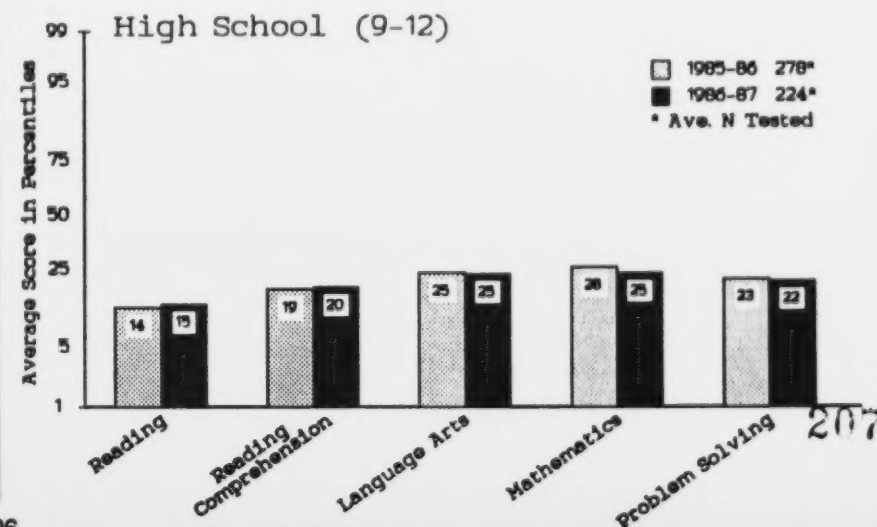
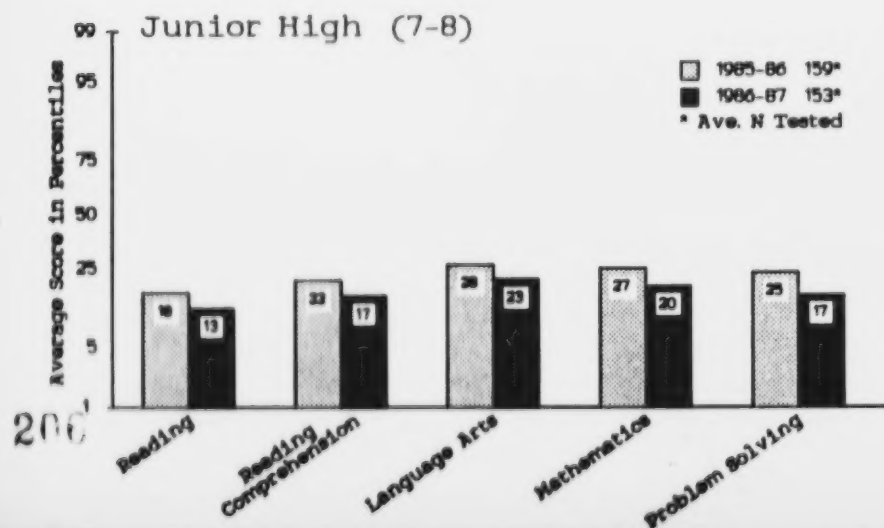
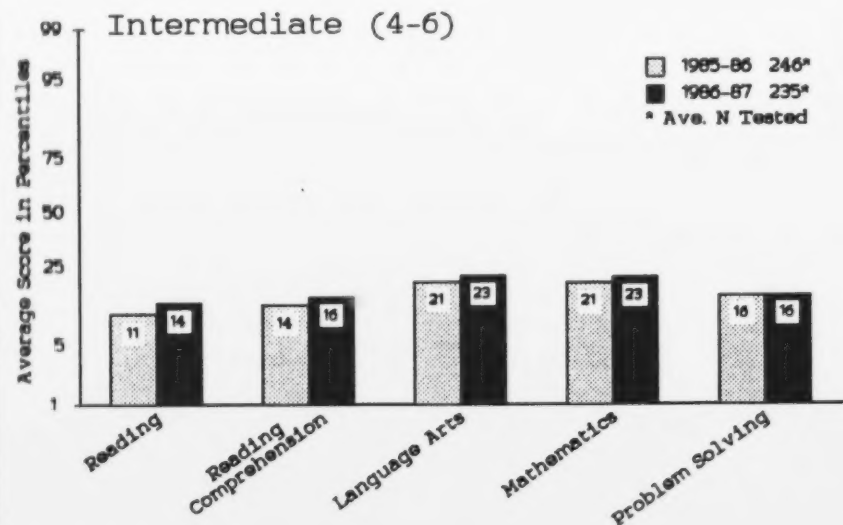
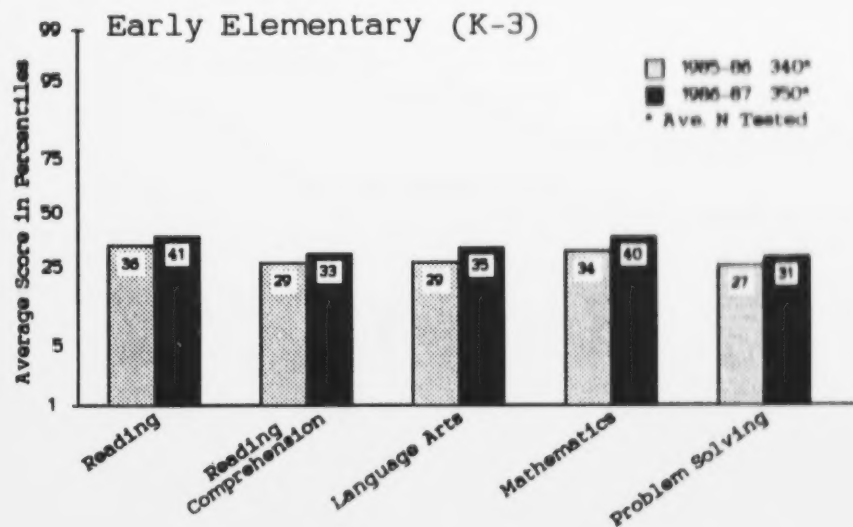
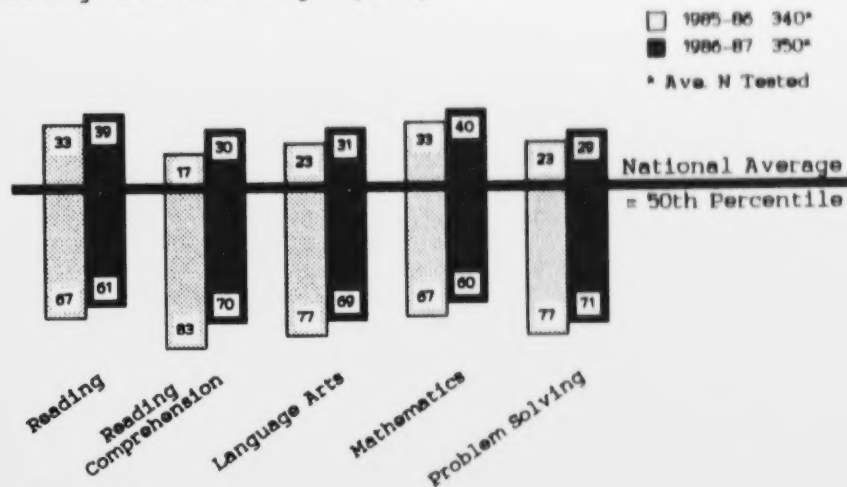
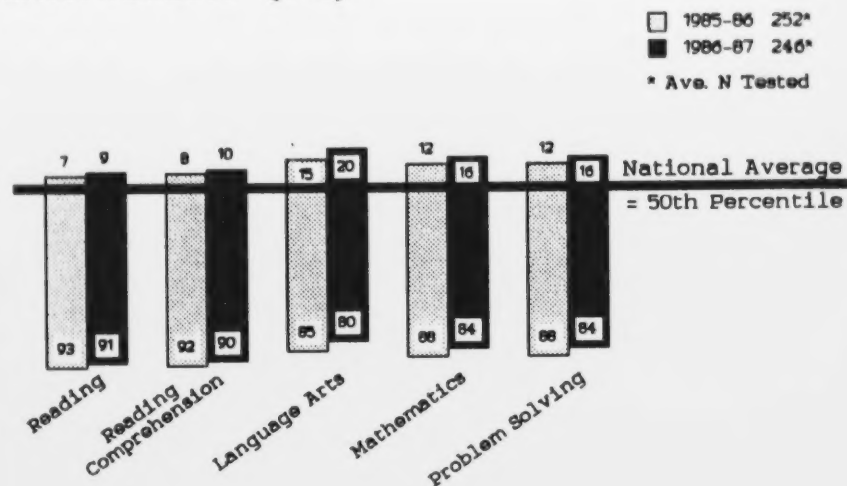


FIGURE TWO
LOWER YUKON SCHOOL DISTRICT
PERCENTAGES OF STUDENTS SCORING ABOVE AND BELOW THE NATIONAL 50th PERCENTILE

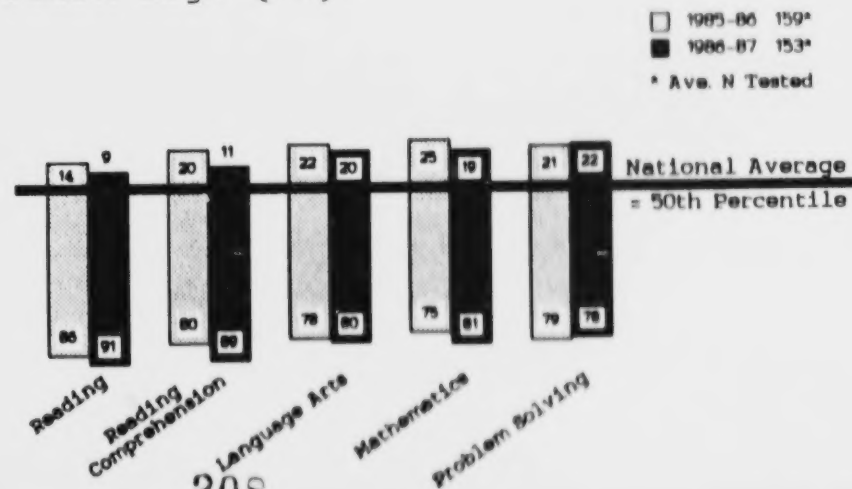
Early Elementary (K-3)



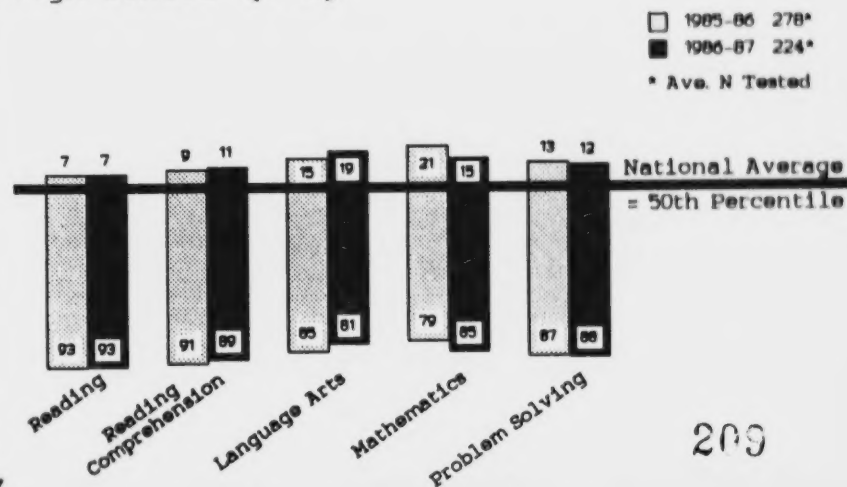
Intermediate (4-6)



Junior High (7-8)



High School (9-12)



MATANUSKA-SUSITNA BOROUGH SCHOOLS

THE STUDENTS

In 1987, Matanuska-Susitna's total enrollment was 8,857, up from 8,823 in 1986 and from 8,382 in 1985. Over the three year period the percentage of new students entering the district was approximately 11%.

In 1987, 19% of Matanuska-Susitna's students qualified for free and reduced lunches. In 1986, 14% qualified and in 1985, 11% qualified.

Over the three year period, less than 1% of the district's enrollment was bilingual.

In 1987, 10% of Matanuska-Susitna's students qualified for special education programs. In 1986, 9% qualified.

THE CLASSROOM

There are 24 attendance areas in Matanuska-Susitna, covering a geographic area of 20,544 square miles. In 1987, there were 501 teachers in the district, 495 of whom were White, 2 were Black, 1 was Hispanic, and 3 were Asian or Pacific Islander. 154 of Matanuska-Susitna's teachers held advanced degrees.

416 of Matanuska-Susitna's teachers had been teaching for more than 4 years. The average teacher salary in 1987 was \$32,130.

GRADUATION REQUIREMENTS

The graduation requirements in Matanuska-Susitna are as follows (in credits):

Language Arts	4.0
Health	0.5
Mathematics	2.0
Physical Education	1.0
Science	2.0
Social Studies	3.0
Electives	8.5
TOTAL	21.0

BASIC SKILLS ASSESSMENT

In 1987, 1986, and 1985, Matanuska-Susitna used the 1978 edition of the SRA Achievement Series, administering the test in April each year. New SRA norms became available in 1985 and Matanuska-Susitna used the new norms in each of the three years. In April, 1987, the district used the 1985 SRA Survey of Basic Skills in grades 1 and 2.

The approximate percentage of students enrolled in the district for whom there were test results in 1987, 1986 and 1985 was 62%, 57% and 63% respectively.

Some special education students were not tested in 1987. In all three years, students in grades K,9,10, and 12 were not tested. No unusual test administration procedures were used in any of the three years.

Tests were scored by the test publisher and the results routinely reported to students, parents, teachers, principals, community, media, and the school board.

ASSESSMENT RESULTS

Figures 1 and 2 display the results of the basic skills testing in Reading, Reading Comprehension, Mathematics, Mathematics Problem Solving, and Language Arts.

Figure 1 shows the trends in the average scores over the three year period. The SRA Achievement Series does not test Mathematics Problem Solving until grade 4. Accordingly, there are no K-3 trend data shown.

Figure 2 displays the percentage of students who scored above and below the 50th percentile in each of the three years. Figure 2, like Figure 1, does not include Mathematics Problem Solving for grades K-3.

FIGURE ONE
MATANUSKA-SUSITNA SCHOOL DISTRICT
TRENDS IN BASIC SKILLS: PERCENTILE OF AVERAGE SCORES

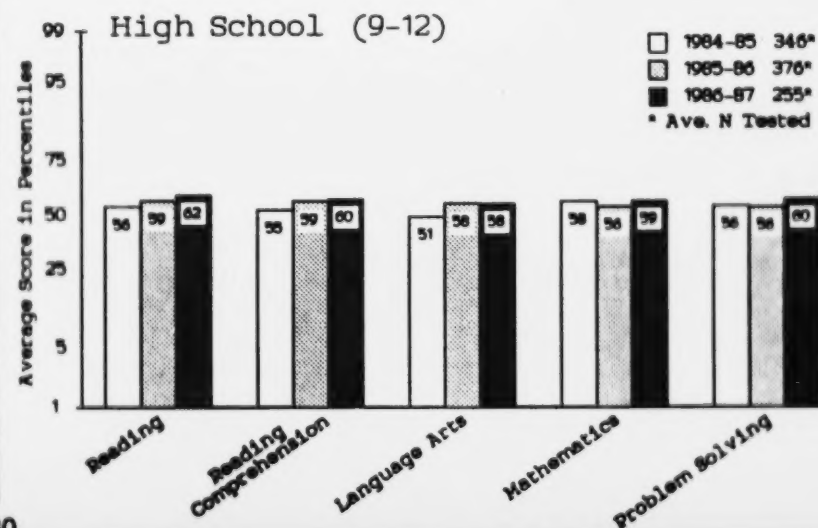
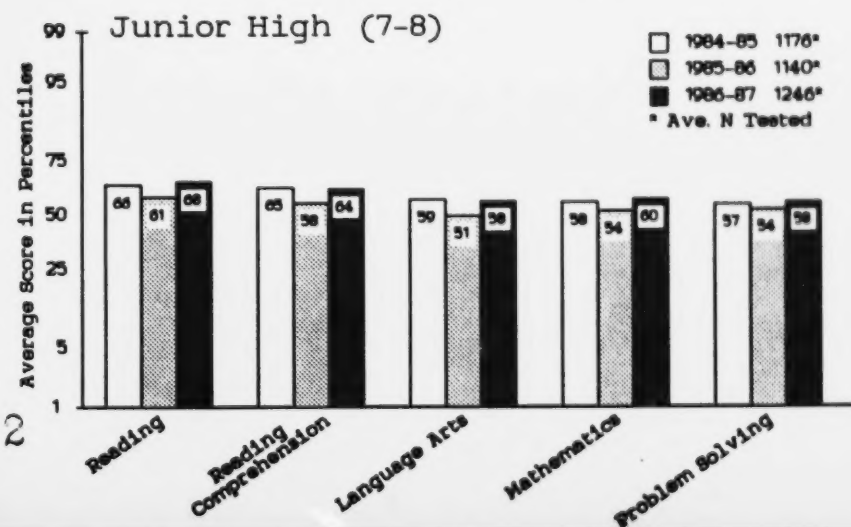
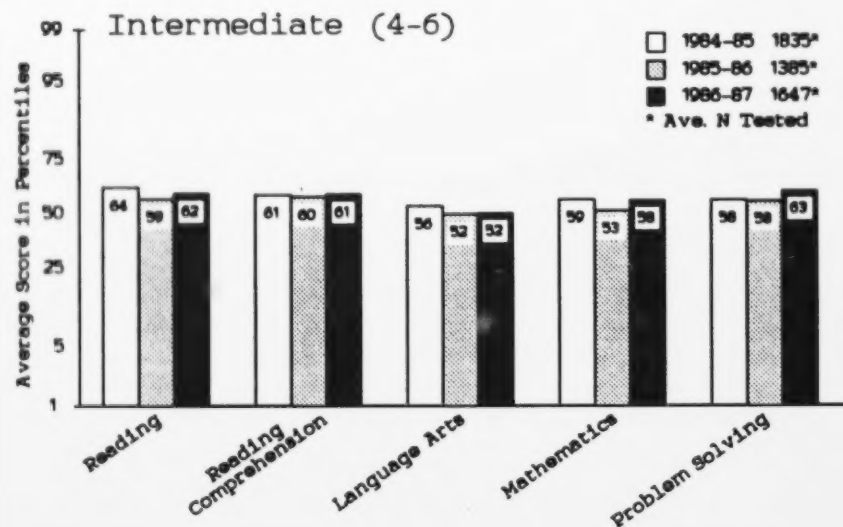
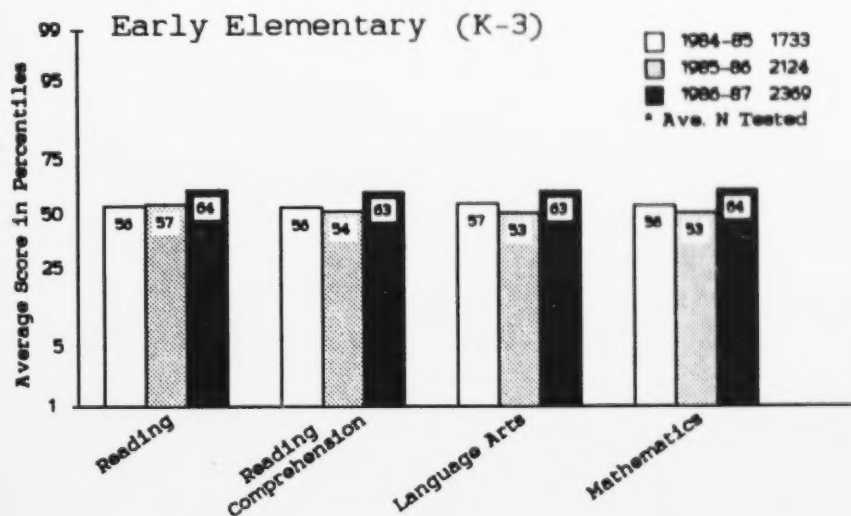
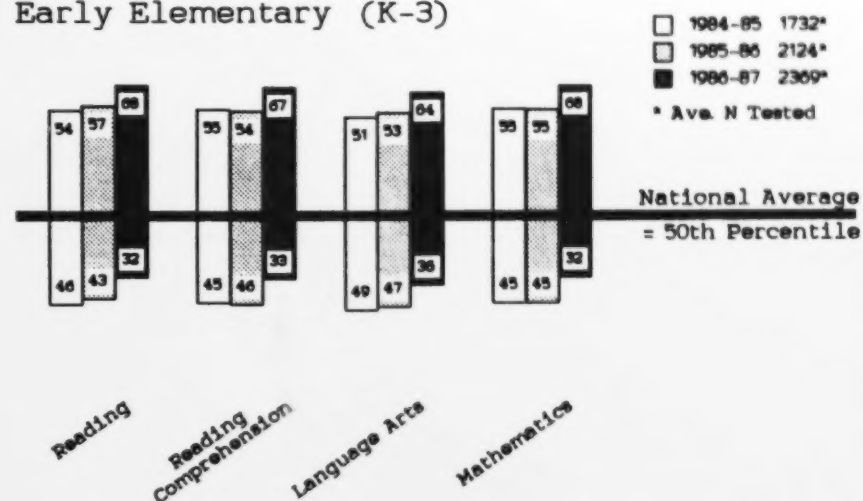
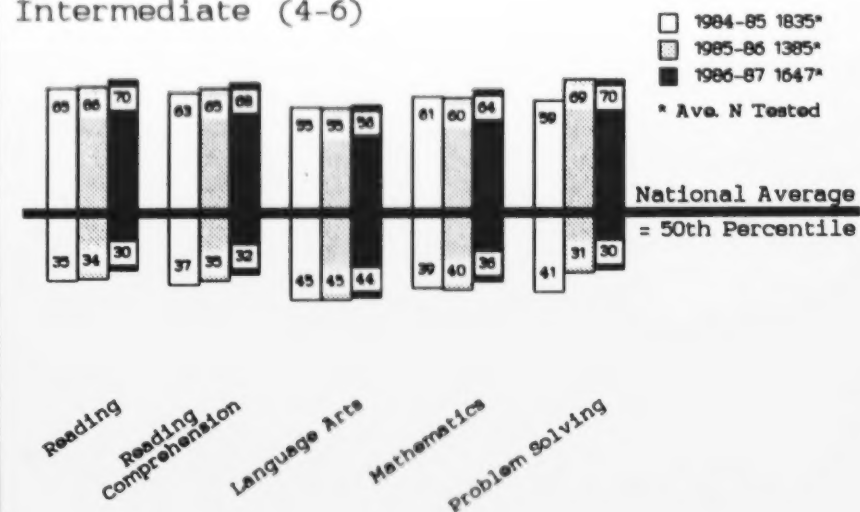


FIGURE TWO
MATANUSKA-SUSITNA SCHOOL DISTRICT
PERCENTAGES OF STUDENTS SCORING ABOVE AND BELOW THE NATIONAL 50th PERCENTILE

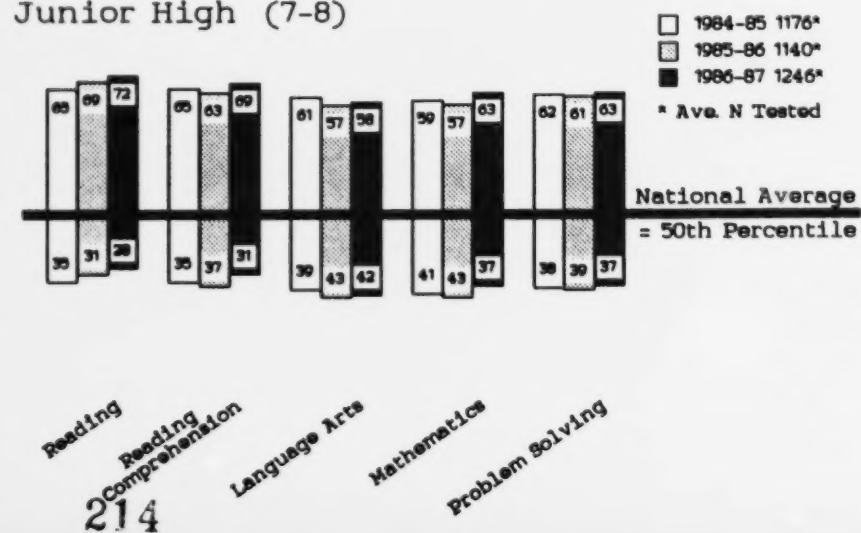
Early Elementary (K-3)



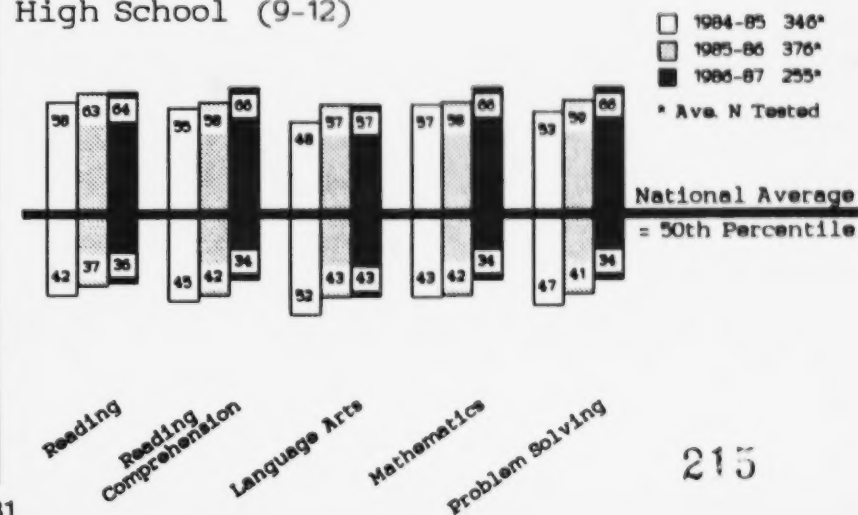
Intermediate (4-6)



Junior High (7-8)



High School (9-12)



NENANA CITY SCHOOLS

THE STUDENTS

In 1987, Nenana's total enrollment was 117, up from 108 in 1986 and from 112 in 1985. Over the three year period the percentage of new students entering the district was approximately 3%.

In 1987, 41% of Nenana's students qualified for free and reduced lunches. In 1986, 29% qualified and in 1985, 22% qualified.

Over the three year period, Nenana had the following percentages of its enrollment who were bilingual:

1987	31%
1986	48%
1985	21%

In 1987, 19% of Nenana's students qualified for special education programs. In 1986, 20% qualified.

THE CLASSROOM

There is 1 attendance area in Nenana, covering a geographic area of 9 square miles. In 1987, there were 19 teachers in the district, 16 of whom were White, 2 were Hispanic, and 1 was American Indian. 7 of Nenana's teachers held advanced degrees.

17 of Nenana's teachers had been teaching for more than 4 years. The average teacher salary in 1987 was \$36,490.

GRADUATION REQUIREMENTS

The graduation requirements in Nenana are as follows (in credits):

Language Arts	4.0
Health	0.5
Mathematics	2.0
Physical Education	1.5
Science	2.0
Social Studies	3.0
Vocational Education	3.0
Electives	5.0
TOTAL	21.0

BASIC SKILLS ASSESSMENT

In 1985 Nenana used the 1978 edition of the Iowa Test of Basic Skills/Tests of Achievement and Proficiency (ITBS/TAP), administering the test in April each year. In April, 1986 and 1987, Nenana used the 1985 edition of the ITBS/TAP. The 1985 edition of the ITBS/TAP is more difficult than earlier editions.

The approximate percentage of students enrolled in the district for whom there were test results in 1987, 1986 and 1985 was 88%, 87% and 85% respectively.

In 1985 some students were excluded from testing. In 1986 and 1987, students in kindergarten were not tested. No unusual test administration procedures were used in any of the three years.

Tests were scored by the test publisher and the results routinely reported to students, parents, teachers, and principals.

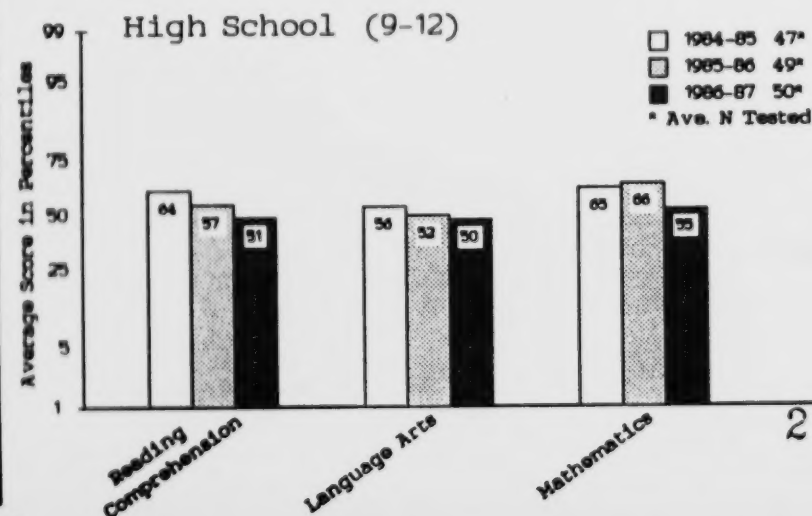
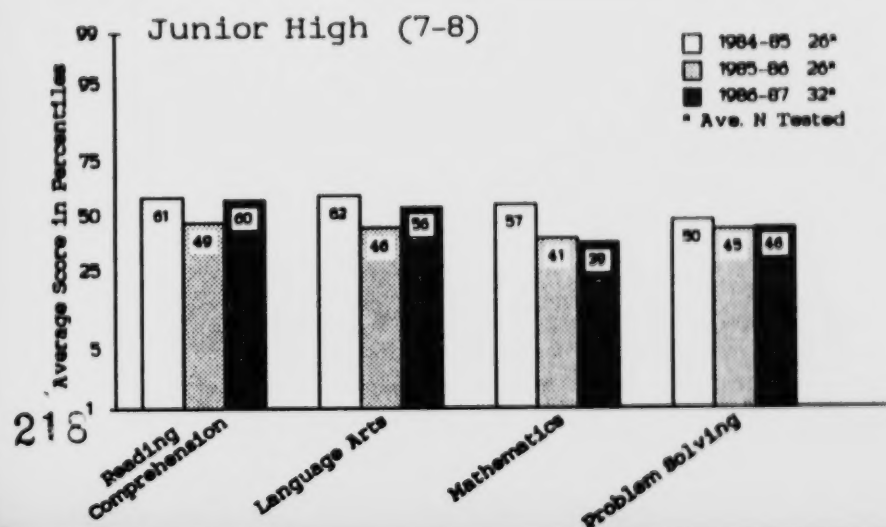
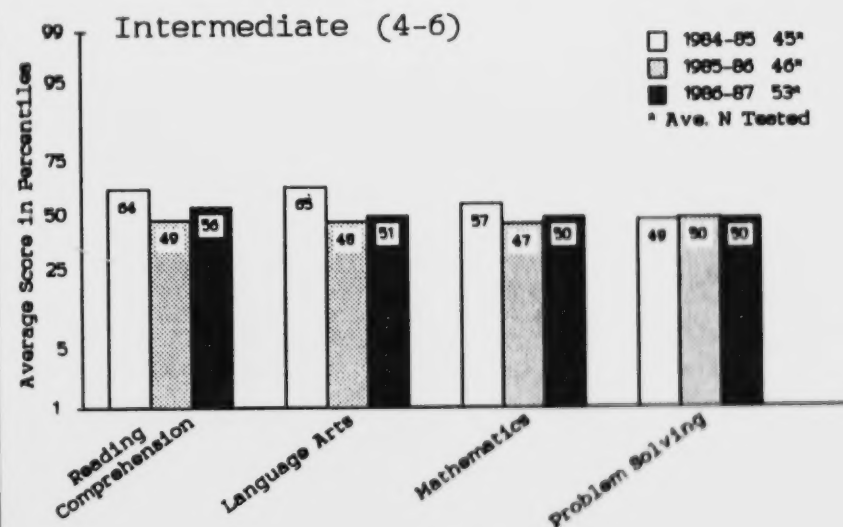
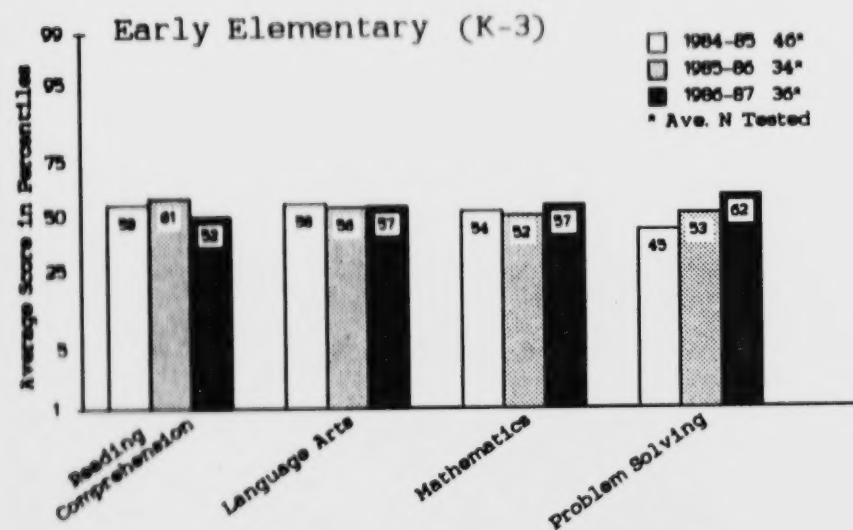
ASSESSMENT RESULTS

Figure 1 displays the results of the basic skills testing in Reading Comprehension, Mathematics, Mathematics Problem Solving, and Language Arts. The ITBS/TAP does not test Reading as a separate subskill. As a result, no Reading scores are presented.

The ITBS/TAP does not test Mathematics Problem Solving as a separate subskill in grades 9-12. As a result, Figure 1 does not include this information.

No data were available showing the percentage of students scoring above and below the 50th percentile. As a result, Figure 2 is not included in this profile.

FIGURE ONE
NENANA CITY SCHOOL DISTRICT
TRENDS IN BASIC SKILLS: PERCENTILE OF AVERAGE SCORES



NOME CITY SCHOOLS

THE STUDENTS

In 1987, Nome's total enrollment was 755, down from 821 in 1986 and from 766 in 1985. Over the three year period the percentage of new students entering the district was approximately 8%.

In 1987, 22% of Nome's students qualified for free and reduced lunches. In 1986, 15% qualified and in 1985, 19% qualified.

Over the three year period, Nome had the following percentages of its enrollment who were bilingual:

1987	22%
1986	25%
1985	18%

In 1987, 12% of Nome's students qualified for special education programs. In 1986, 10% qualified.

THE CLASSROOM

There are 2 attendance areas in Nome, covering a geographic area of 18 square miles. In 1987, there were 51 teachers in the district, 47 of whom were White and 4 were Alaska Native. 20 of Nome's teachers held advanced degrees.

44 of Nome's teachers had been teaching for more than 4 years. The average teacher salary in 1987 was \$42,174.

GRADUATION REQUIREMENTS

The graduation requirements in Nome are as follows (in credits):

Language Arts	4.0
Mathematics	2.0
Physical Education	2.0
Science	2.0
Social Studies	3.0
Vocational Education	3.0
Electives	6.0
TOTAL	22.0

BASIC SKILLS ASSESSMENT

In 1987 and 1986 Nome used the 1985 edition of the SRA Survey of Basic Skills, administering the test in April each year. In April, 1985, Nome used the 1978 SRA Achievement Series.

The approximate percentage of students enrolled in the district for whom there were test results in 1987, 1986 and 1985 was 68%, 82% and 86% respectively.

In 1987, special education students were not tested. No unusual test administration procedures were used in any of the three years.

Tests were scored by the test publisher and the results routinely reported to parents, teachers, and the school board.

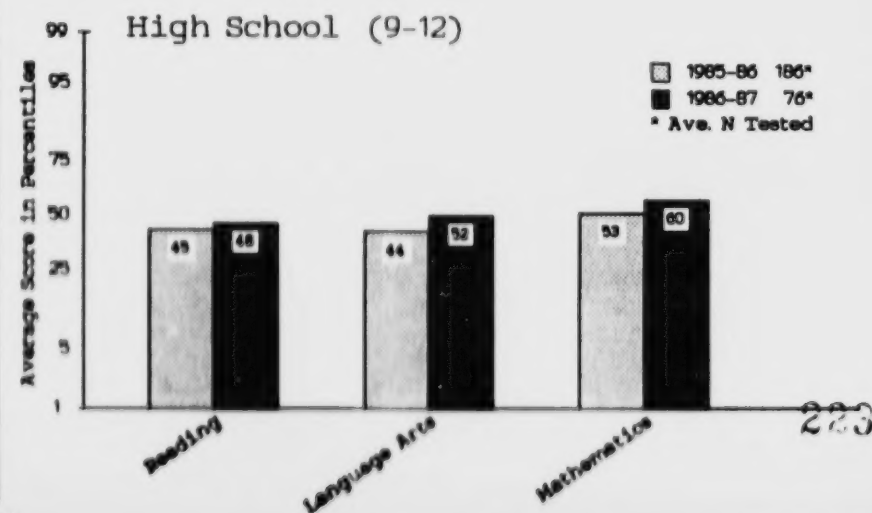
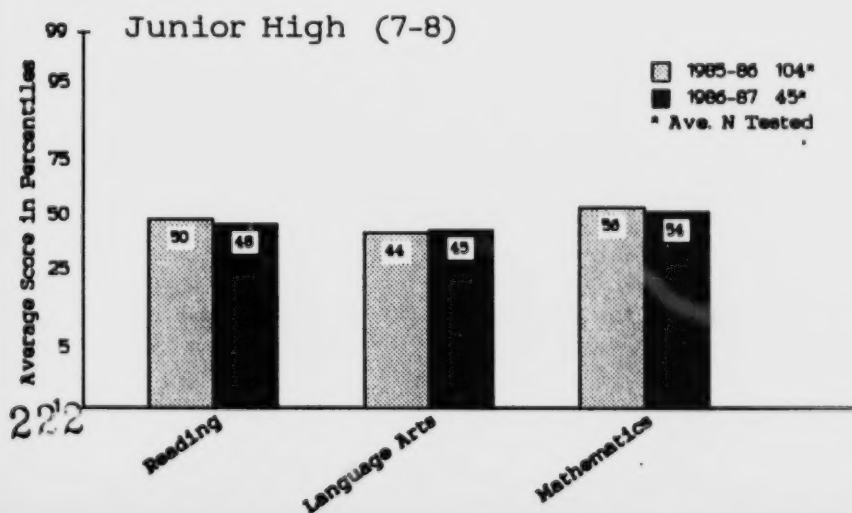
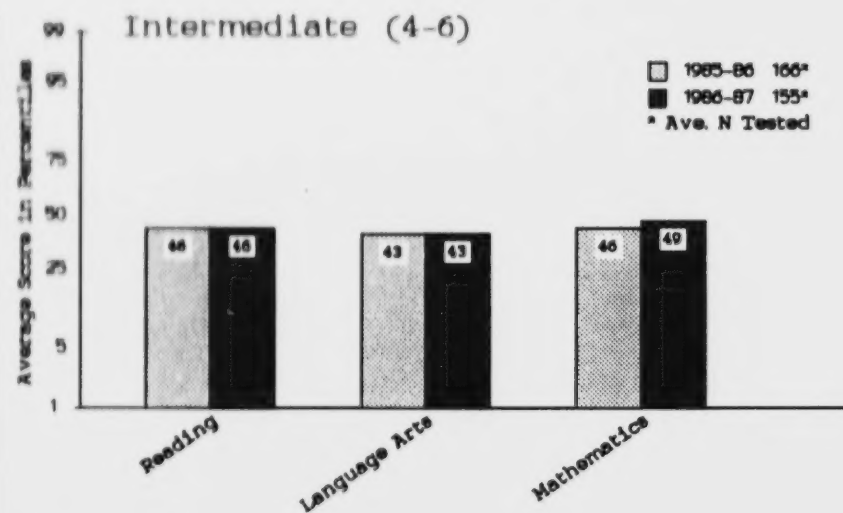
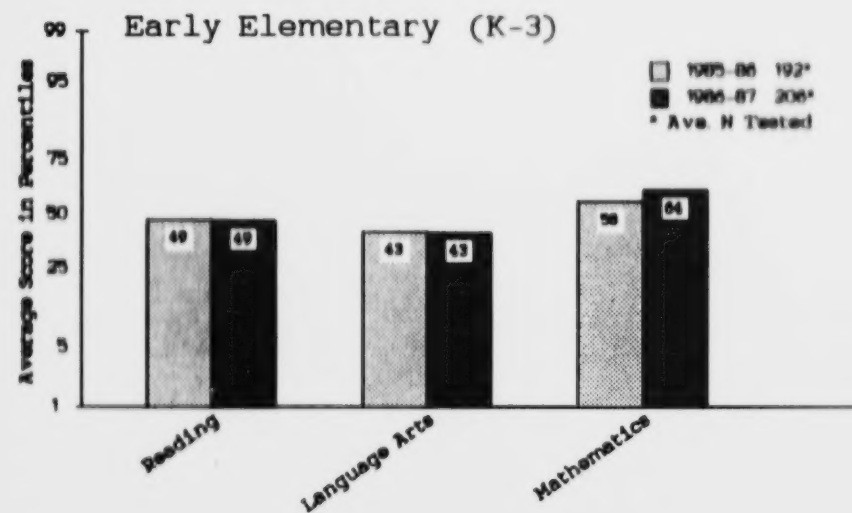
ASSESSMENT RESULTS

Figure 1 displays the results of the basic skills testing in Reading, Mathematics, and Language Arts. No results were available for Reading Comprehension and Mathematics Problem Solving.

Figure 1 shows the trends in the average scores from 1986 to 1987. Results from testing in 1985 are not included as they are based on a different test.

No data were available showing the percentage of students scoring above and below the 50th percentile. As a result, Figure 2 is not included in this profile.

FIGURE ONE
NOME CITY SCHOOL DISTRICT
TRENDS IN BASIC SKILLS: PERCENTILE OF AVERAGE SCORES



NORTH SLOPE BOROUGH SCHOOLS

THE STUDENTS

In 1987, North Slope's total enrollment was 1,116, up from 1,026 in 1986 and from 1,035 in 1985. Over the three year period the percentage of new students entering the district was approximately 11%.

In 1987, 44% of North Slope's students qualified for free and reduced lunches. In 1986, 48% qualified and in 1985, 42% qualified.

Over the three year period, North Slope had the following percentages of its enrollment who were bilingual:

1987	49%
1986	55%
1985	80%

In 1987, 10% of North Slope's students qualified for special education programs. In 1986, 12% qualified.

THE CLASSROOM

There are 9 attendance areas in North Slope, covering a geographic area of 88,281 square miles. In 1987, there were 141 teachers in the district, 119 of whom were White, 1 was Asian or Pacific Islander, and 21 were Alaska Native. 59 of North Slope's teachers held advanced degrees.

122 of the North Slope's teachers had been teaching for more than 4 years. The average teacher salary in 1987 was \$52,868.

GRADUATION REQUIREMENTS

The graduation requirements in North Slope are as follows (in credits):

Language Arts	4.0
Health	1.0
Mathematics	2.0
Physical Education	1.0
Science	2.0
Social Studies	3.0
Electives	9.0
TOTAL	22.0

BASIC SKILLS ASSESSMENT

In 1985 and 1986, North Slope used the 1978 edition of the Iowa Test of Basic Skills/Tests of Achievement and Proficiency (ITBS/TAP), administering the test in April each year. In April, 1987, North Slope used the 1985 edition of the ITBS/TAP. The 1985 edition of the ITBS/TAP is more difficult than earlier editions of the ITBS/TAP.

The approximate percentage of students enrolled in the district for whom there were test results in 1987, 1986 and 1985 was 98%, 80% and 78% respectively.

Over the three year period, no groups of students were systematically excluded from testing and no unusual test administration procedures were used.

Tests were scored by the test publisher and the results routinely reported to students, parents, teachers, principals and the school board.

All students in grades K-12 were eligible to be tested.

ASSESSMENT RESULTS

Figure 1 displays the results of the basic skills testing in Reading Comprehension, Mathematics, Mathematics Problem Solving, and Language Arts. The ITBS/TAP does not test Reading as a separate subskill. As a result, no Reading scores are presented.

Figure 1 shows the trends in the average scores over the three year period. The ITBS/TAP does not test Mathematics Problem Solving as a separate subskill in grades 9-12 and no results were available for Language Arts in grades 9-12. As a result, Figure 1 does not include this information.

Figure 2 displays the percentage of students who scored above and below the 50th percentile in each of the three years. Like Figure 1, Figure 2 does not include Mathematics Problem Solving and Language Arts for grades 9-12.

FIGURE ONE
NORTH SLOPE SCHOOL DISTRICT
TRENDS IN BASIC SKILLS: PERCENTILE OF AVERAGE SCORES

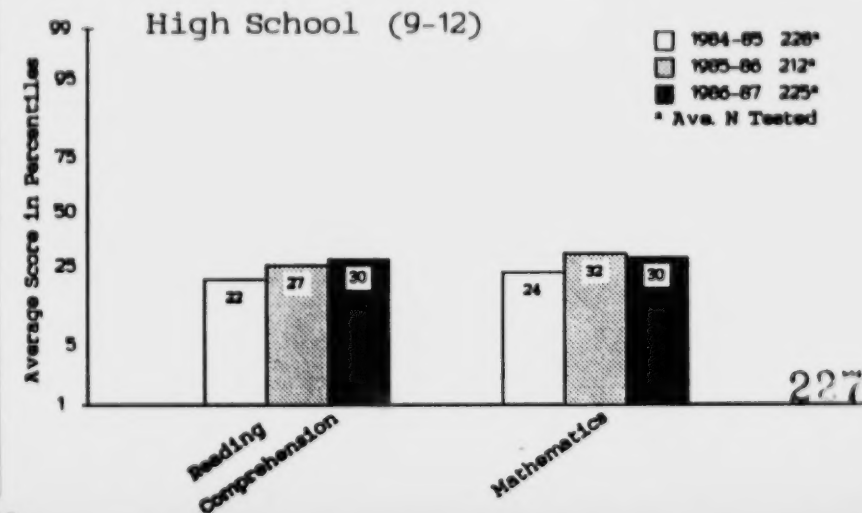
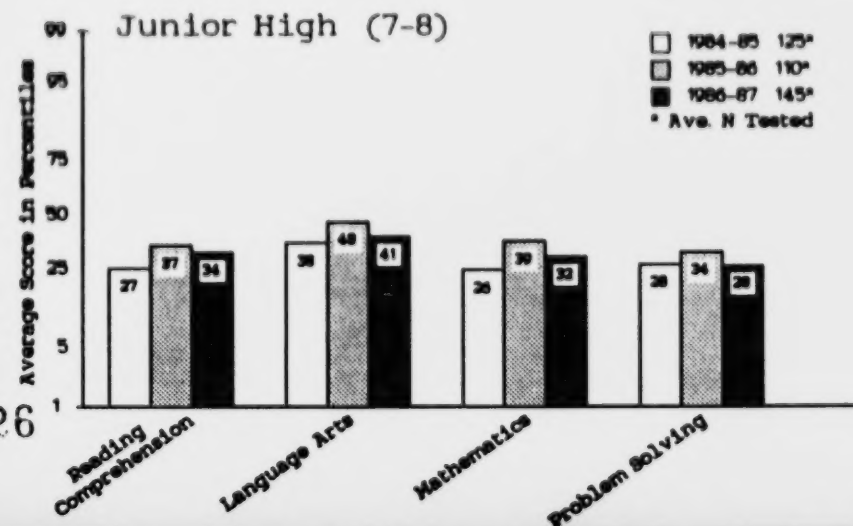
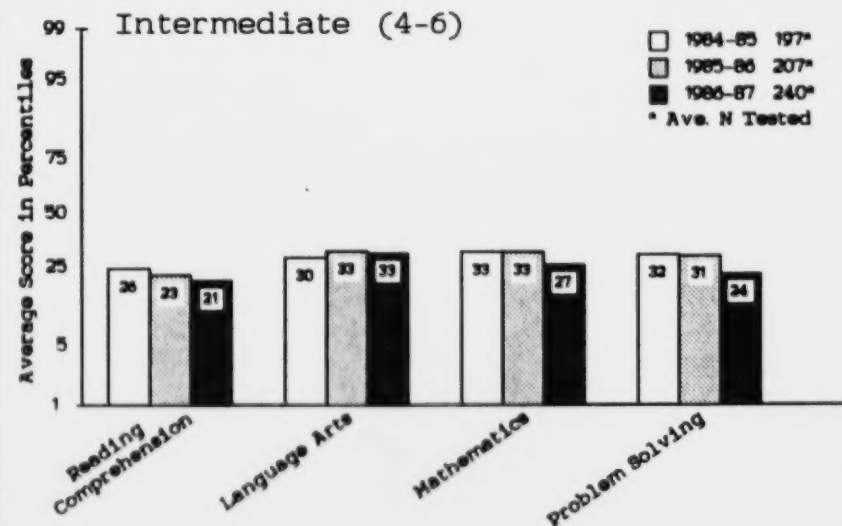
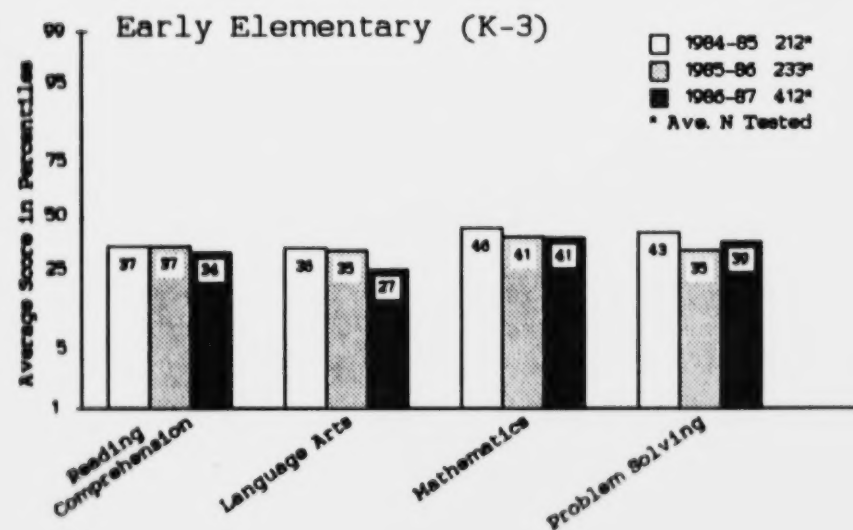
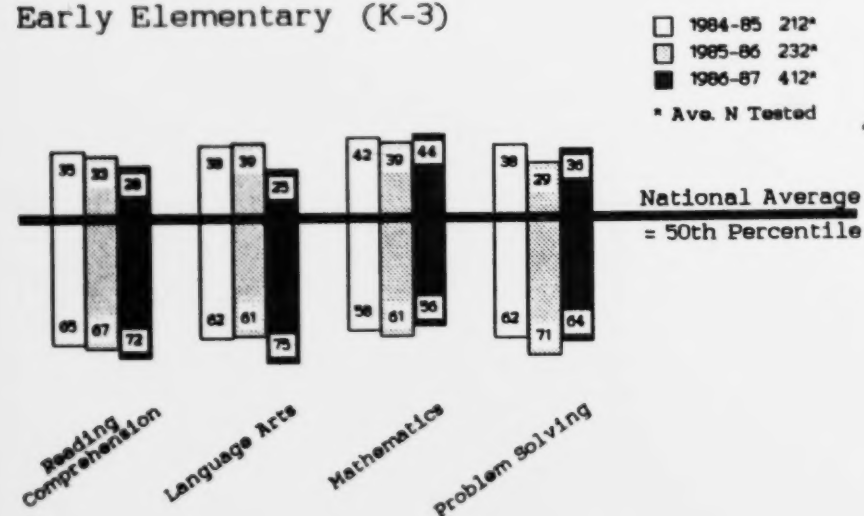
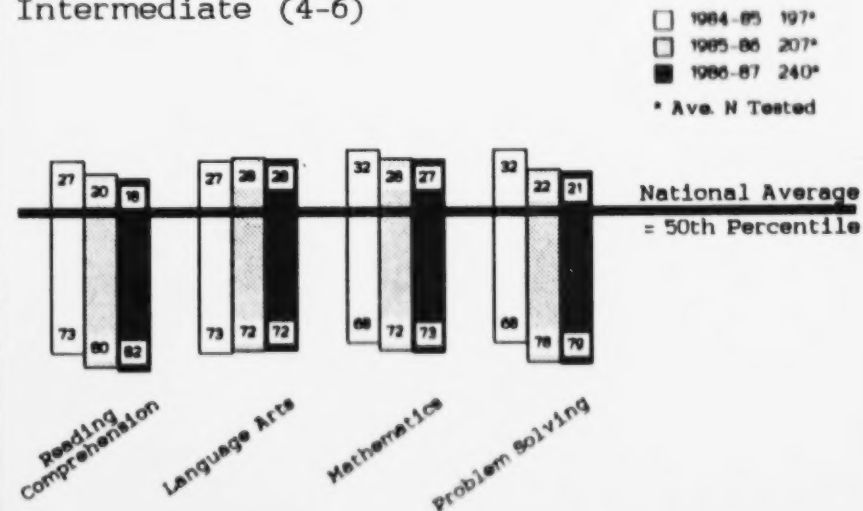


FIGURE TWO
NORTH SLOPE SCHOOL DISTRICT
PERCENTAGES OF STUDENTS SCORING ABOVE AND BELOW THE NATIONAL 50th PERCENTILE

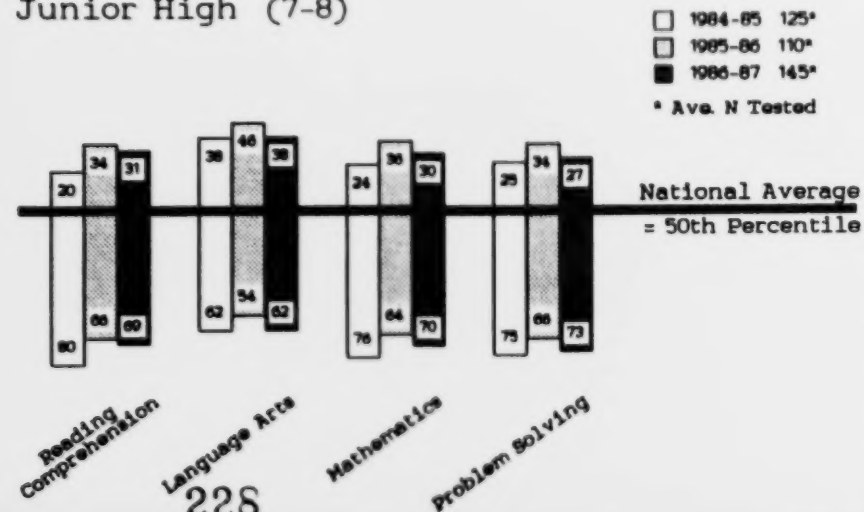
Early Elementary (K-3)



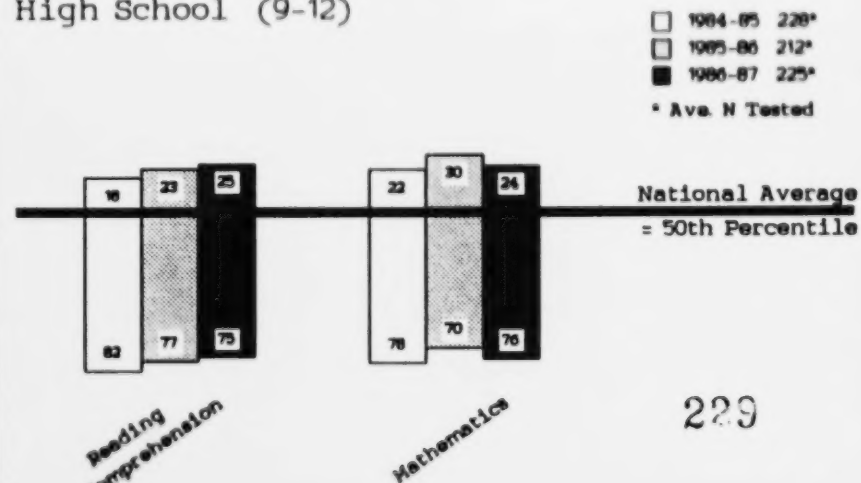
Intermediate (4-6)



Junior High (7-8)



High School (9-12)



NORTHWEST ARCTIC SCHOOLS

THE STUDENTS

In 1987, Northwest Arctic's total enrollment was 1,515, down from 1,577 in 1986, but up from 1,392 in 1985. Over the three year period the percentage of new students entering the district was approximately 5%.

In 1987, 63% of Northwest Arctic's students qualified for free and reduced lunches. In 1986, 57% qualified and in 1985, 67% qualified.

Over the three year period, Northwest Arctic had the following percentages of its enrollment who were bilingual:

1987	84%
1986	93%
1985	44%

In 1987, 14% of Northwest Arctic's students qualified for special education programs. In 1986, 14% qualified.

THE CLASSROOM

There are 14 attendance areas in Northwest Arctic, covering a geographic area of 36,495 square miles. In 1987, there were 100 teachers in the district, 79 of whom were White, 3 were Hispanic, 4 were Asian or Pacific Islander, 2 were American Indian, and 12 were Alaska Native. 38 of Northwest Arctic's teachers held advanced degrees.

73 of Northwest Arctic's teachers had been teaching for more than 4 years. The average teacher salary in 1987 was \$46,108.

GRADUATION REQUIREMENTS

The graduation requirements in Northwest Arctic are as follows (in credits):

Language Arts	4.0
Health	0.5
Mathematics	2.0
Physical Education	1.5
Science	2.0
Social Studies	3.0
Electives	9.0
TOTAL	22.0

BASIC SKILLS ASSESSMENT

In 1987 and 1986 Northwest Arctic used the 1985 edition of the SRA Survey of Basic Skills, administering the test in April each year. In March, 1985, Northwest Arctic used SRA Achievement Series.

The approximate percentage of students enrolled in the district for whom there were test results in 1987, 1986 and 1985 was 96%, 88% and 97% respectively.

Over the three year period, educable mentally retarded students were not tested. No unusual test administration procedures were used in any of the three years.

Tests were scored by an independent contractor and the results routinely reported to students, parents, teachers, principals, community, media, and the school board.

ASSESSMENT RESULTS

Figures 1 and 2 display the results of the basic skills testing in Reading, Reading Comprehension, Mathematics, Mathematics Problem Solving, and Language Arts.

Figure 1 shows the trends in the average scores from 1986 to 1987. Results from testing in 1985 are not included as they are based on a different test.

Figure 2 displays the percentage of students who scored above and below the 50th percentile in 1987 and 1986. Like Figure 1, Figure 2 does not include the results from 1985.

FIGURE ONE
NORTHWEST ARCTIC SCHOOL DISTRICT
TRENDS IN BASIC SKILLS: PERCENTILE OF AVERAGE SCORES

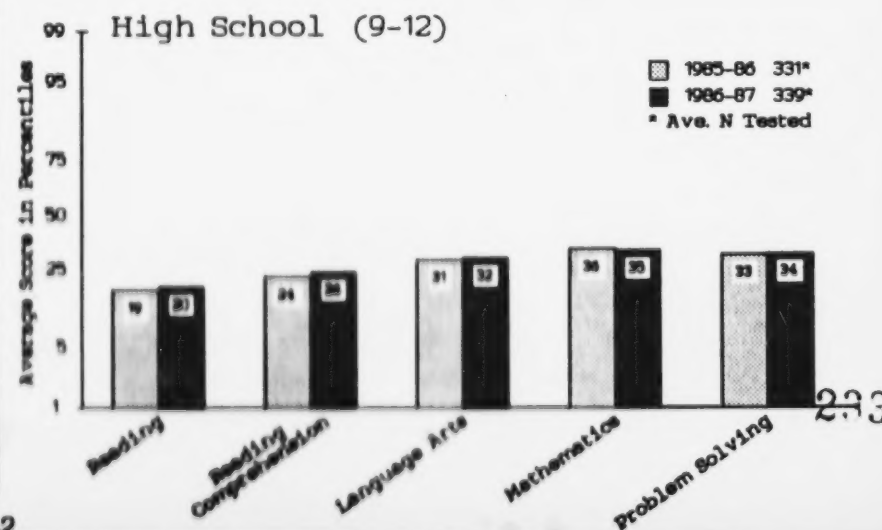
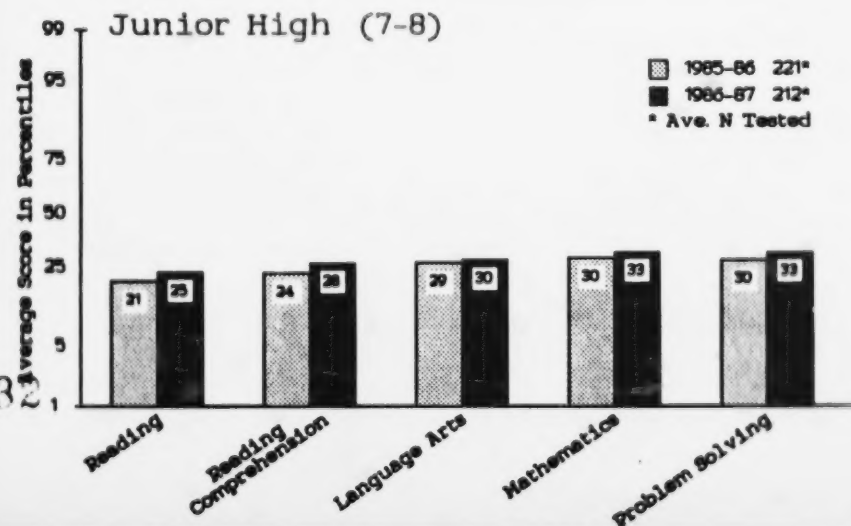
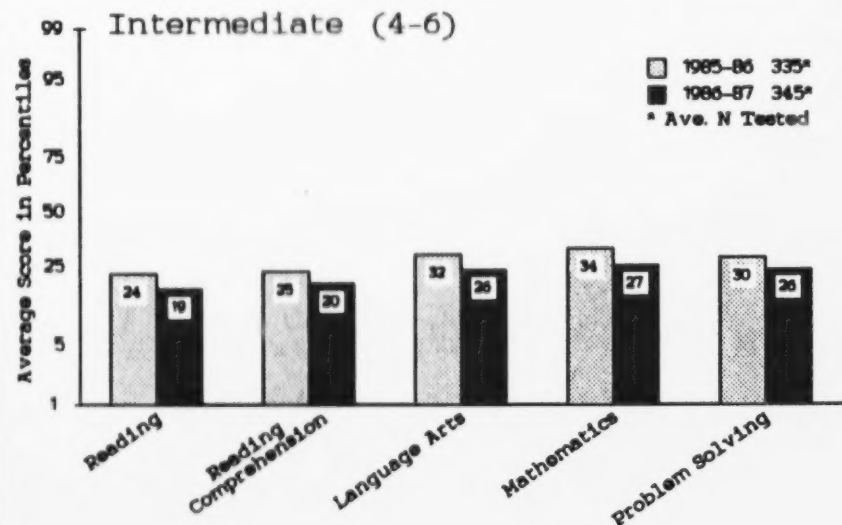
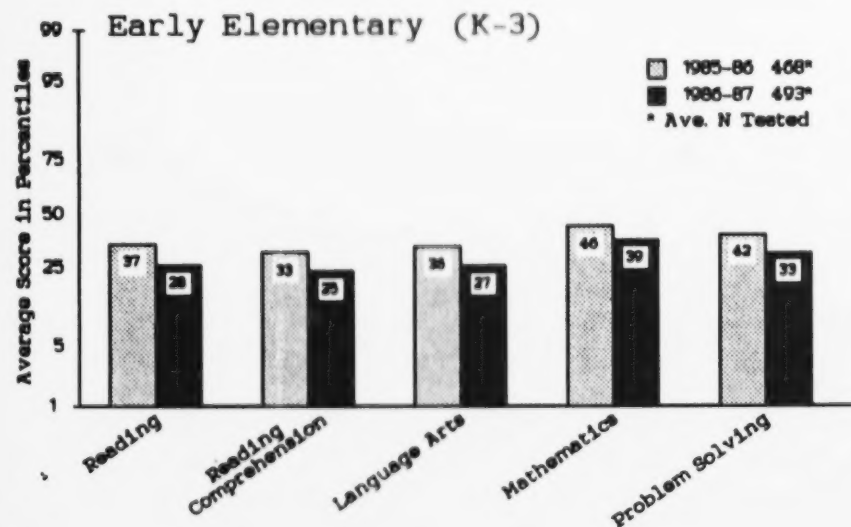
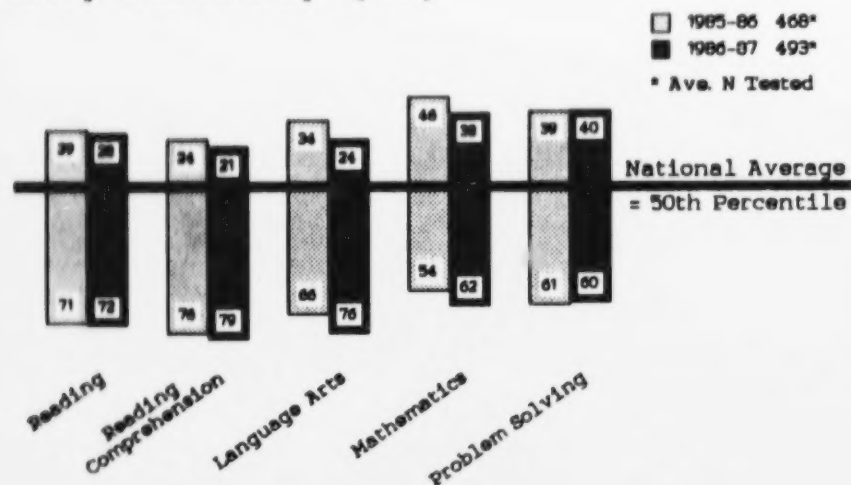
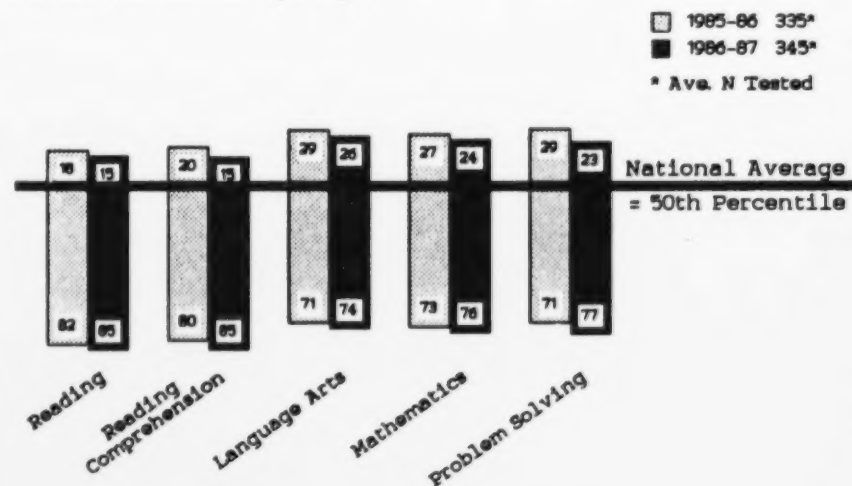


FIGURE TWO
NORTHWEST ARCTIC SCHOOL DISTRICT
PERCENTAGES OF STUDENTS SCORING ABOVE AND BELOW THE NATIONAL 50th PERCENTILE

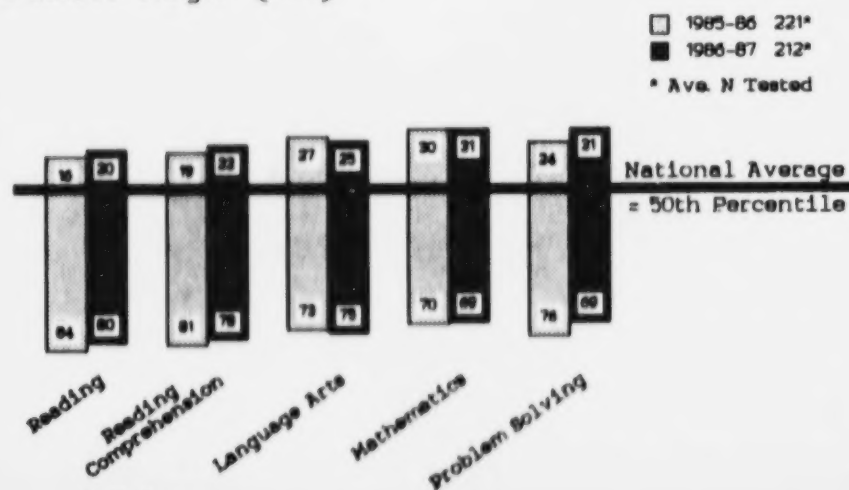
Early Elementary (K-3)



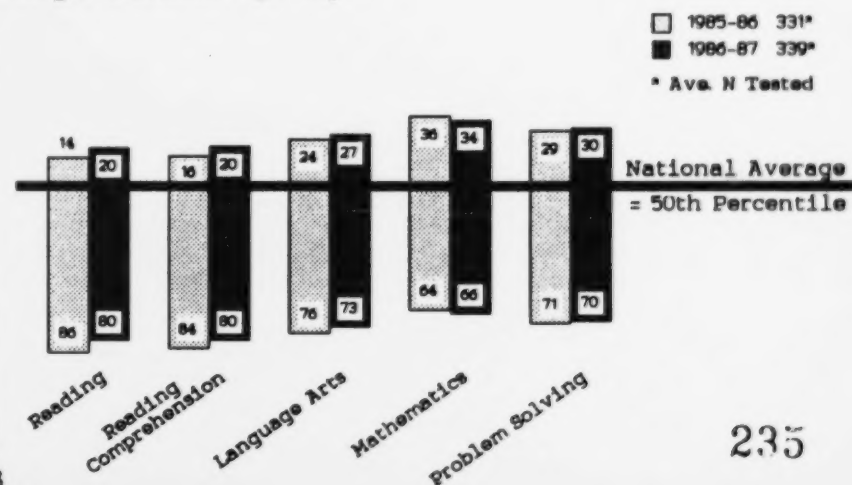
Intermediate (4-6)



Junior High (7-8)



High School (9-12)



PELICAN CITY SCHOOLS

THE STUDENTS

In 1987, Pelican's total enrollment was 51, up from 50 in 1986 and from 42 in 1985. Over the three year period the percentage of new students entering the district was approximately 7%.

In 1987, 1986, and 1985, Pelican did not participate in the federal government's free and reduced lunch program.

Over the three year period, Pelican had no bilingual students enrolled.

In 1987, 12% of Pelican's students qualified for special education programs. In 1986, 16% qualified.

THE CLASSROOM

There is 1 attendance area in Pelican, covering a geographic area of 1 square mile. In 1987, there were 9 teachers in the district, all of whom were White. 4 of Pelican's teachers held advanced degrees.

7 of Pelican's teachers had been teaching for more than 4 years. The average teacher salary in 1987 was \$35,100.

GRADUATION REQUIREMENTS

The graduation requirements in Pelican are as follows (in credits):

Language Arts	4.0
Health	1.0
Mathematics	3.0
Physical Education	1.0
Science	3.0
Social Studies	3.0
Vocational Education	0.5
Electives	8.5
TOTAL	24.0

BASIC SKILLS ASSESSMENT

Pelican used the 1985 edition of the SRA Survey of Basic Skills in each of the three years, administering the test in April, 1985 and 1987 and in March, 1986.

The approximate percentage of students enrolled in the district for whom there were test results in 1987, 1986 and 1985 was 94%, 78% and 91% respectively.

Over the three year period, special education students were tested at their functional levels rather than at their grade level. No other unusual test administration procedures were used in any year.

Tests were scored by the test publisher and the results routinely reported to students, parents, teachers, principals, community and the school board.

All students in grades K-12 were eligible to be tested.

ASSESSMENT RESULTS

Figures 1 and 2 display the results of the basic skills testing in Reading, Reading Comprehension, Mathematics, Mathematics Problem Solving, and Language Arts.

Figure 1 shows the trends in the average scores over the three year period.

Figure 2 displays the percentage of students who scored above and below the 50th percentile.

FIGURE ONE
PELICAN CITY SCHOOL DISTRICT
TRENDS IN BASIC SKILLS: PERCENTILE OF AVERAGE SCORES

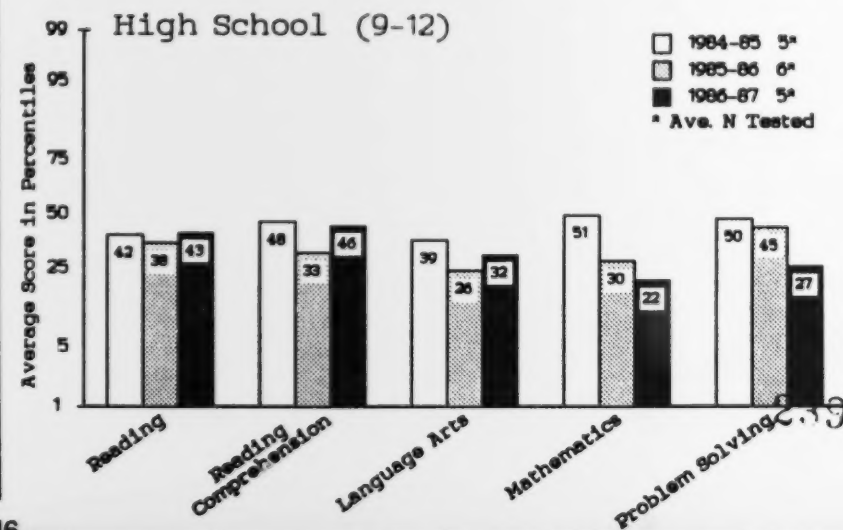
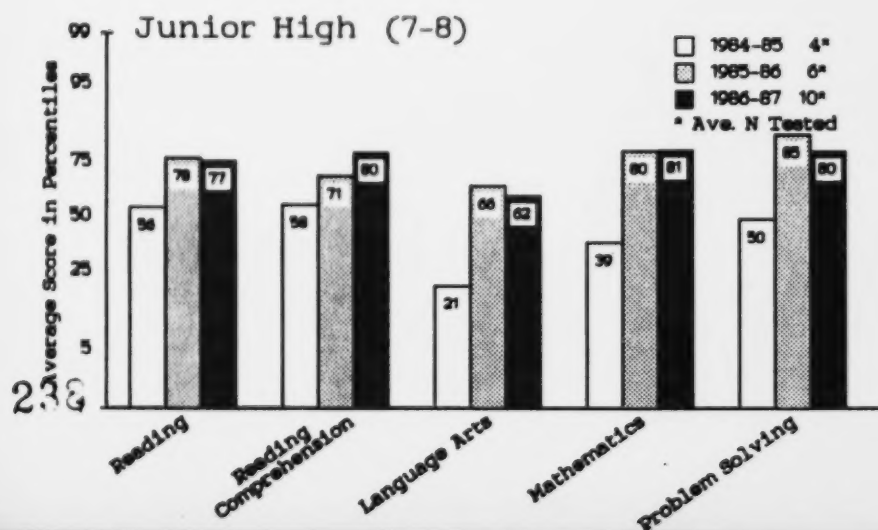
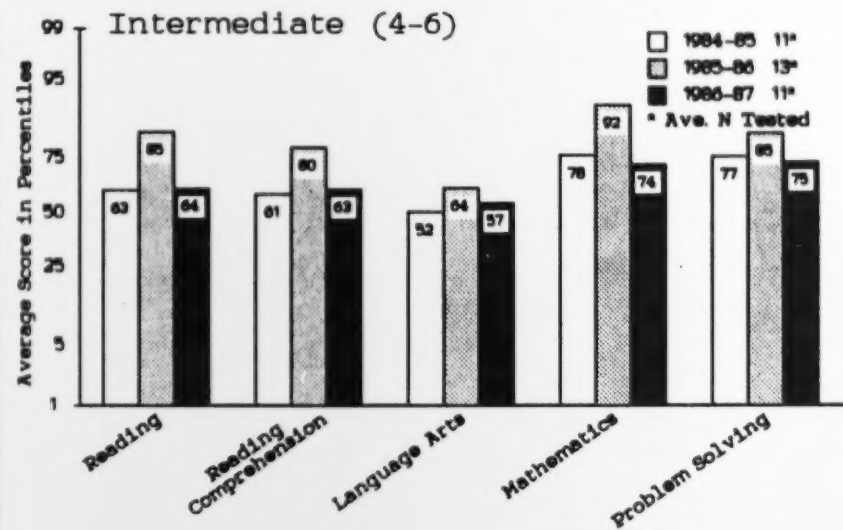
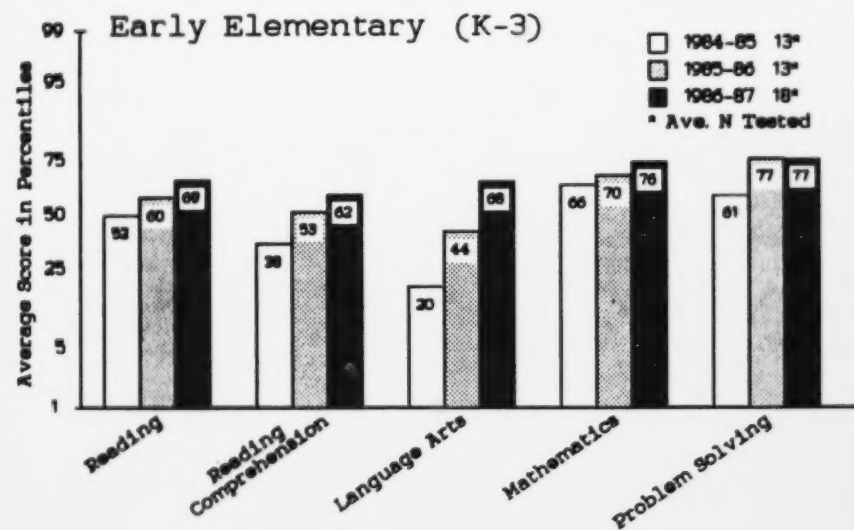
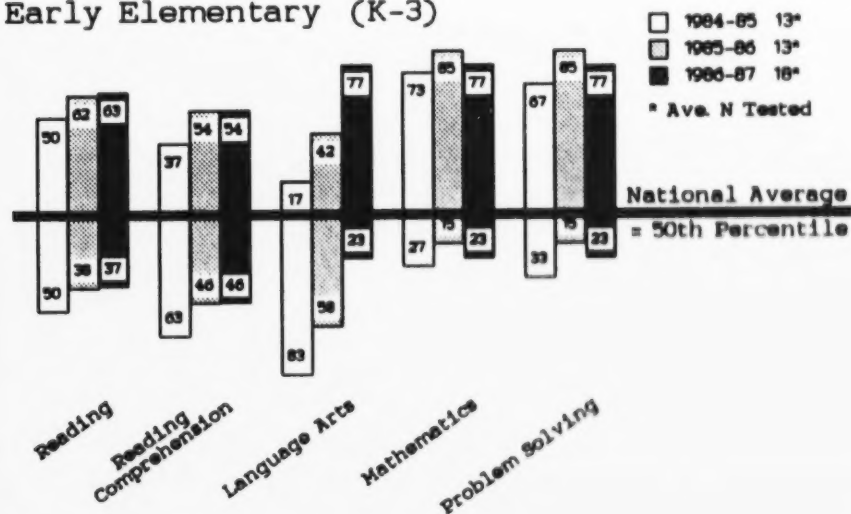
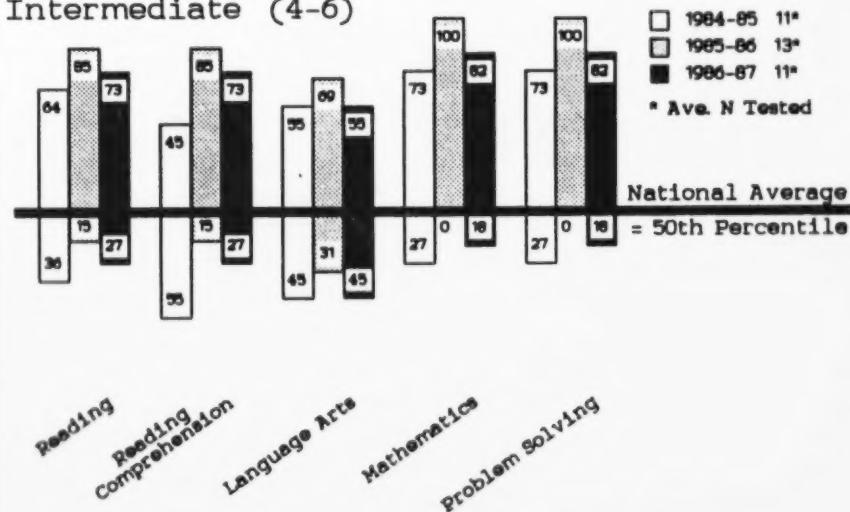


FIGURE TWO
PELICAN CITY SCHOOL DISTRICT
PERCENTAGES OF STUDENTS SCORING ABOVE AND BELOW THE NATIONAL 50th PERCENTILE

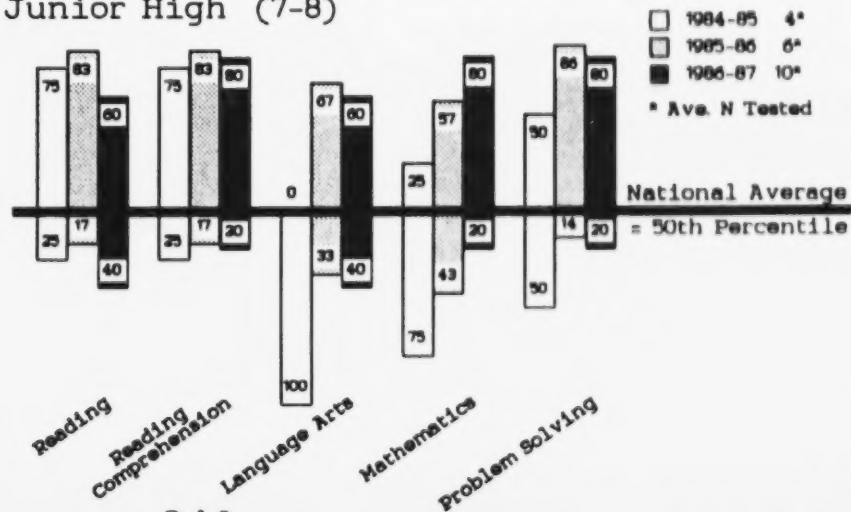
Early Elementary (K-3)



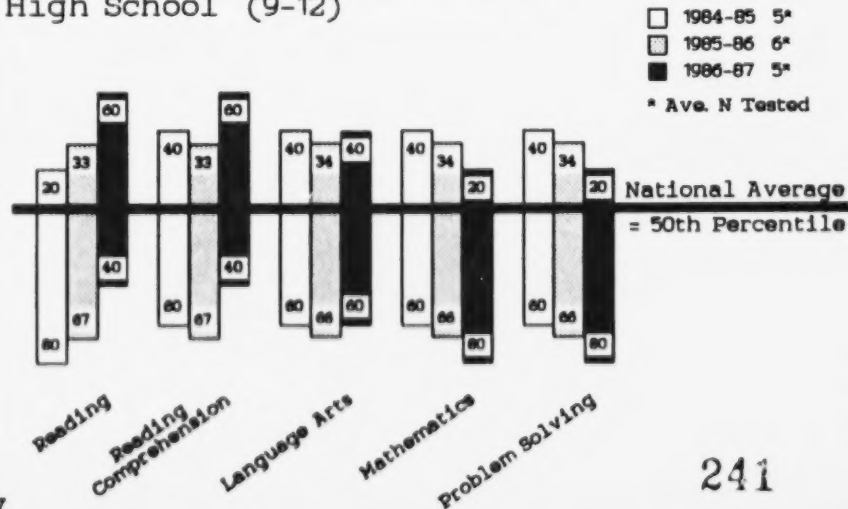
Intermediate (4-6)



Junior High (7-8)



High School (9-12)



PETERSBURG CITY SCHOOLS

THE STUDENTS

In 1987, Petersburg's total enrollment was 630, up from 571 in 1986 and 1985. Over the three year period the percentage of new students entering the district was approximately 19%.

In 1987, 5% of Petersburg's students qualified for free and reduced lunches. In 1986, 7% qualified and in 1985, 5% qualified.

In 1987, 2% of Petersburg's enrollment was bilingual. In 1986 and 1985, no bilingual students were enrolled.

In 1987, 16% of Petersburg's students qualified for special education programs. In 1986, 12% qualified.

THE CLASSROOM

There are 3 attendance areas in Petersburg, covering a geographic area of 2 square miles. In 1987, there were 43 teachers in the district, 42 of whom were White and 1 was Alaska Native. 13 of Petersburg's teachers held advanced degrees.

41 of Petersburg's teachers had been teaching for more than 4 years. The average teacher salary in 1987 was \$31,611.

GRADUATION REQUIREMENTS

The graduation requirements in Petersburg are as follows (in credits):

Language Arts	4.0
Health	0.5
Mathematics	2.0
Physical Education	1.5
Science	2.0
Social Studies	3.0
Electives	8.0
TOTAL	21.0

BASIC SKILLS ASSESSMENT

Petersburg used the 1977 edition of the California Achievement Test in each of the three years, administering the test in May each year.

The approximate percentage of students enrolled in the district for whom there were test results in 1987, 1986 and 1985 was 77%, 69% and 71% respectively.

Over the three year period, students in grades K, 10, and 12 were not tested. In 1986 and 1985, students in grades 8 were not tested. No unusual test administration procedures were used in any of the three years.

Tests were scored by the test publisher and the results routinely reported to students, parents, teachers, principals and the school board.

ASSESSMENT RESULTS

Figures 1 and 2 display the results of the basic skills testing in Reading, Reading Comprehension, Mathematics, Mathematics Problem Solving, and Language Arts.

Figure 1 shows the trends in the average scores over the three year period. In 1986, no results were available for grades 7-8.

Figure 2 displays the percentage of students who scored above and below the 50th percentile in each of the three years. In 1986, no results were available for grades 7-8.

FIGURE ONE
PETERSBURG CITY SCHOOL DISTRICT
TRENDS IN BASIC SKILLS: PERCENTILE OF AVERAGE SCORES

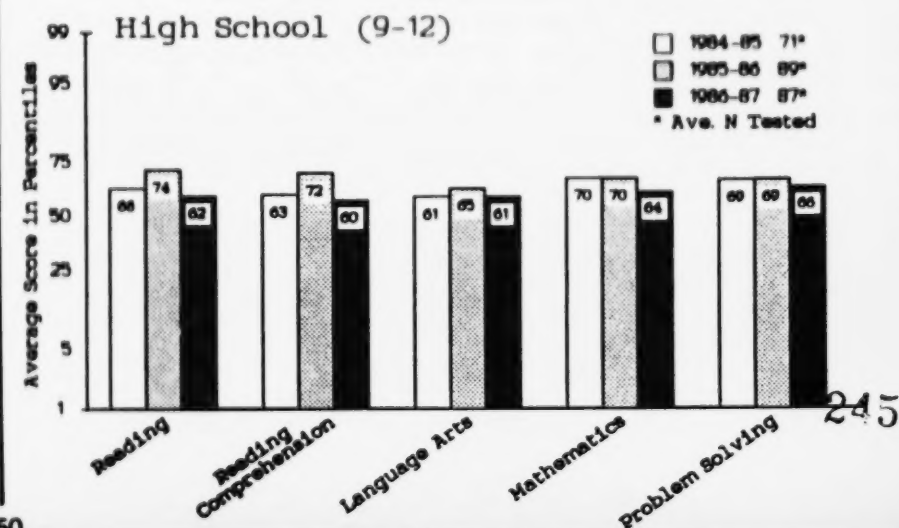
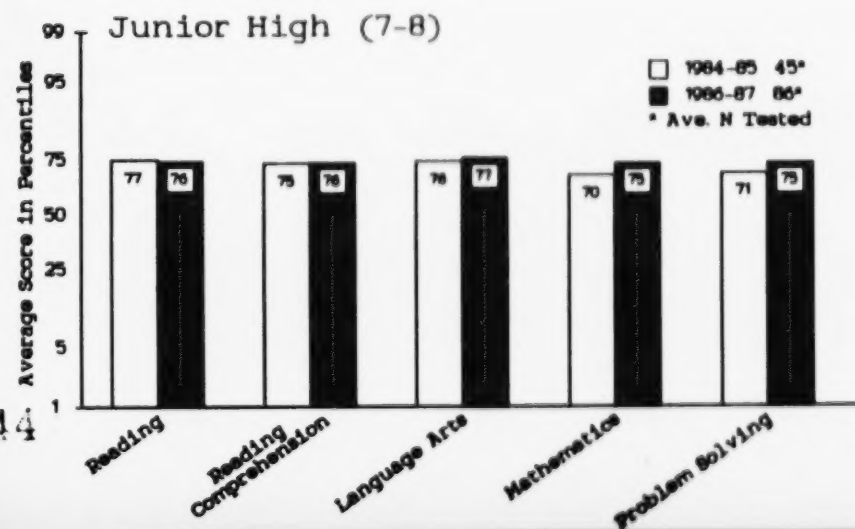
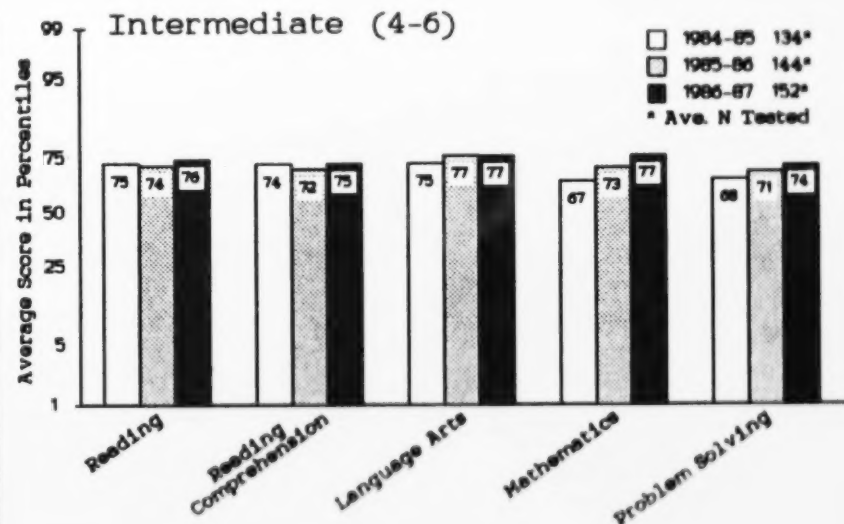
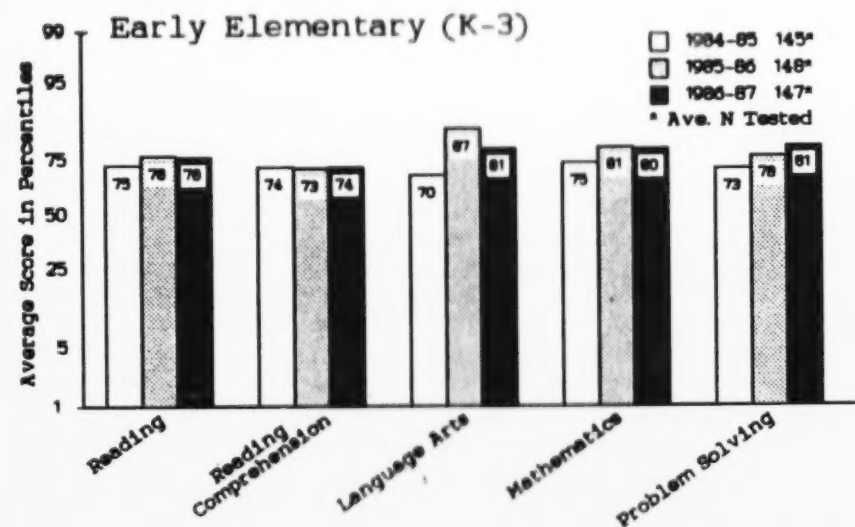
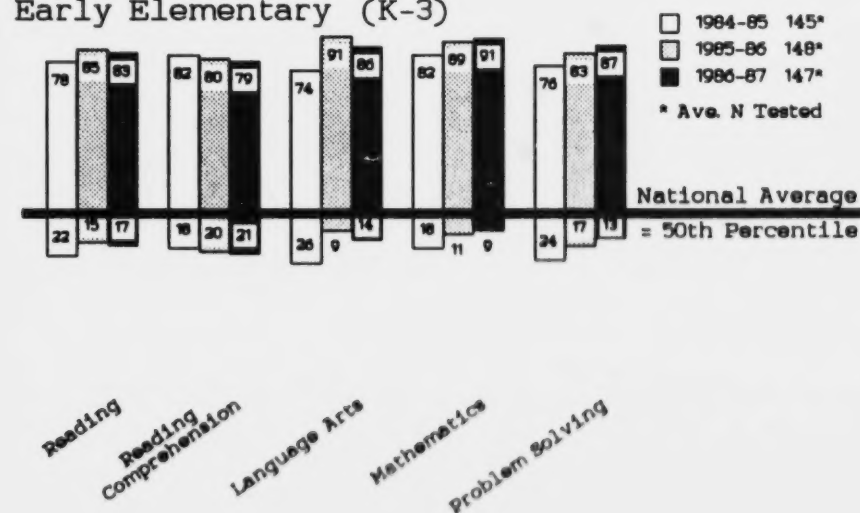
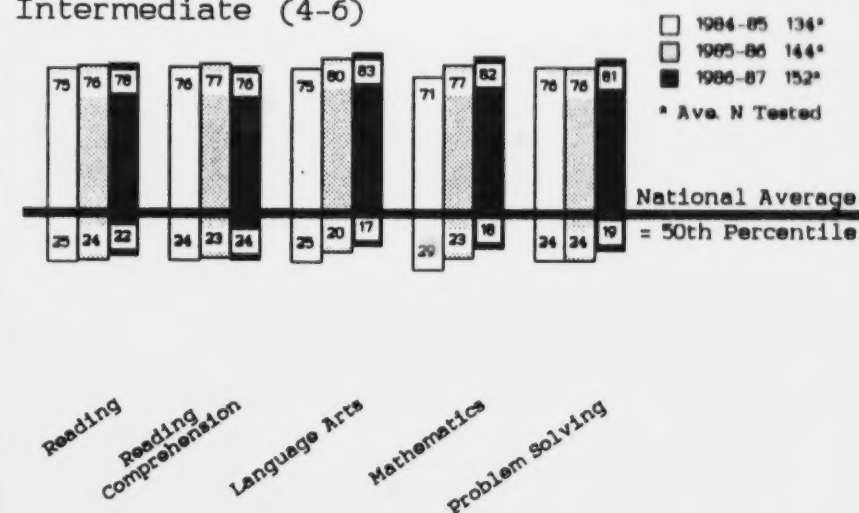


FIGURE TWO
PETERSBURG CITY SCHOOL DISTRICT
PERCENTAGES OF STUDENTS SCORING ABOVE AND BELOW THE NATIONAL 50th PERCENTILE

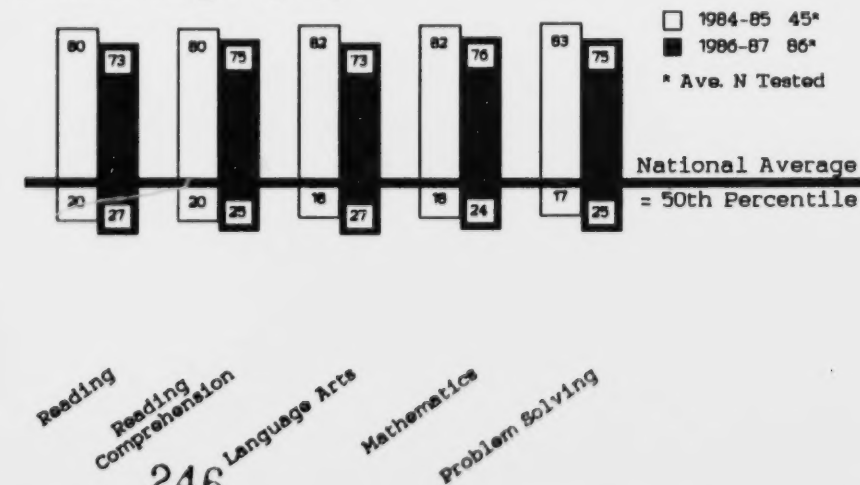
Early Elementary (K-3)



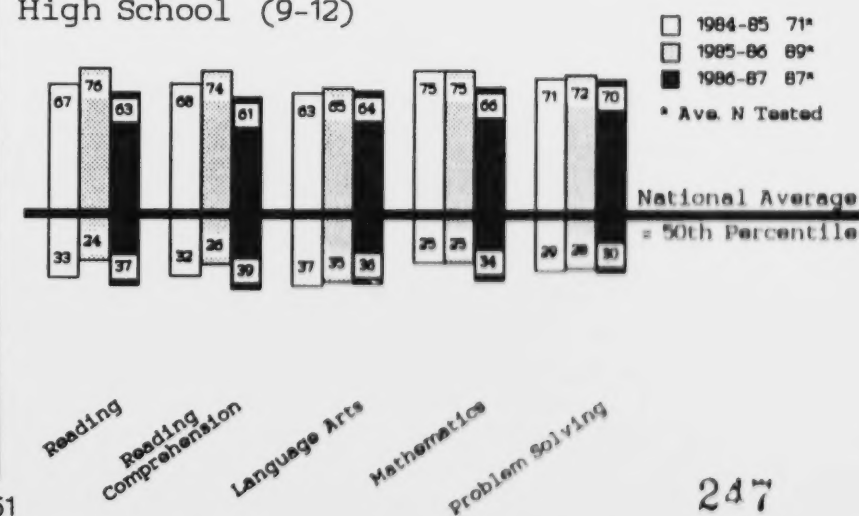
Intermediate (4-6)



Junior High (7-8)



High School (9-12)



PRIBILOF SCHOOLS

THE STUDENTS

In 1987, Pribilof's total enrollment was 158, the same as in 1986 and down from 163 in 1985. Over the three year period the percentage of new students entering the district was approximately 8%.

The Pribilof Schools do not participate in the federal government's free and reduced lunch program.

Over the three year period, Pribilof had the following percentages of its enrollment who were bilingual:

1987	47%
1986	58%
1985	49%

In 1987, 17% of Pribilof's students qualified for special education programs. In 1986, 22% qualified.

THE CLASSROOM

There are 2 attendance areas in Pribilof, covering a geographic area of 7,182 square miles. In 1987, there were 13 teachers in the district, all of whom were White. 9 of Pribilof's teachers held advanced degrees.

10 of Pribilof's teachers had been teaching for more than 4 years. The average teacher salary in 1987 was \$44,387.

GRADUATION REQUIREMENTS

The graduation requirements in Pribilof are as follows (in credits):

Language Arts	4.0
Health	0.5
Mathematics	2.0
Physical Education	1.0
Science	2.0
Social Studies	3.0
Electives	8.5
TOTAL	21.0

BASIC SKILLS ASSESSMENT

In 1985 Pribilof used the 1982 norms for the 1978 edition of the Iowa Test of Basic Skills/Tests of Achievement and Proficiency (ITBS/TAP), administering the test in April. In April, 1987 and 1986, Pribilof used the 1985 edition of the ITBS/TAP. The 1985 edition of the ITBS/TAP is more difficult than earlier editions.

The approximate percentage of students enrolled in the district for whom there were test results in 1987, 1986 and 1985 was 96%, 97% and 97% respectively.

Over the three year period, no groups of students were systematically excluded from testing and no unusual test administration procedures were used.

Tests were scored by the test publisher and the results routinely reported to students, parents, teachers, principals and the school board.

All students in grades K-12 were eligible to be tested.

ASSESSMENT RESULTS

Figures 1 and 2 display the results of the basic skills testing in Reading Comprehension, Mathematics, Mathematics Problem Solving, and Language Arts. The ITBS/TAP does not test Reading as a separate subskill. As a result, no Reading scores are presented.

Figure 1 shows the trends in the average scores over the three year period. The ITBS/TAP does not test Mathematics Problem Solving as a separate subskill in grades 9-12. As a result, Figure 1 does not include this information.

Figure 2 displays the percentage of students who scored above and below the 50th percentile in each of the three years.

There were no 11th and 12th grade students enrolled in the district in 1986 and 1987. 9-12 grade results in Figures 1 and 2 reflect the scores of students in grades 9 and 10 only.

FIGURE ONE
PRIBILOF SCHOOL DISTRICT
TRENDS IN BASIC SKILLS: PERCENTILE OF AVERAGE SCORES

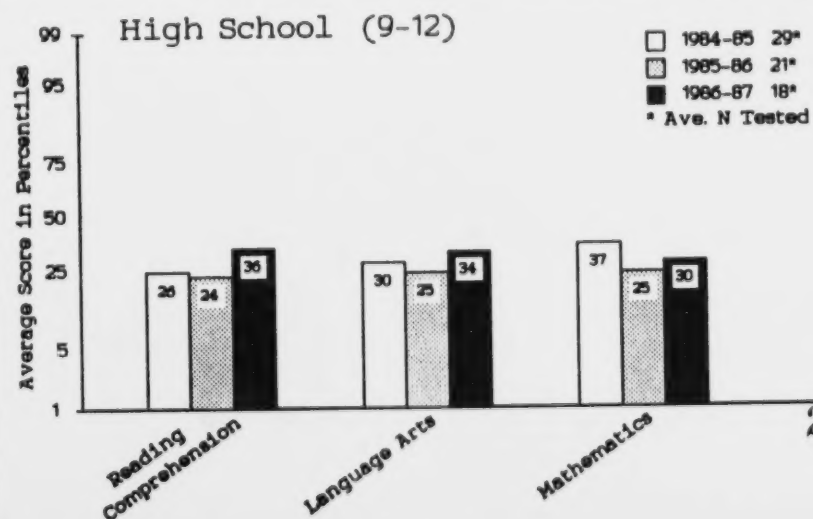
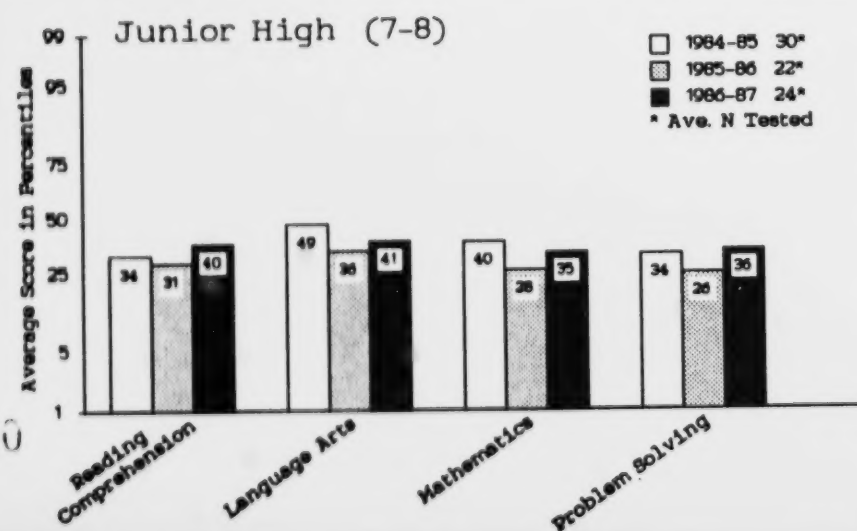
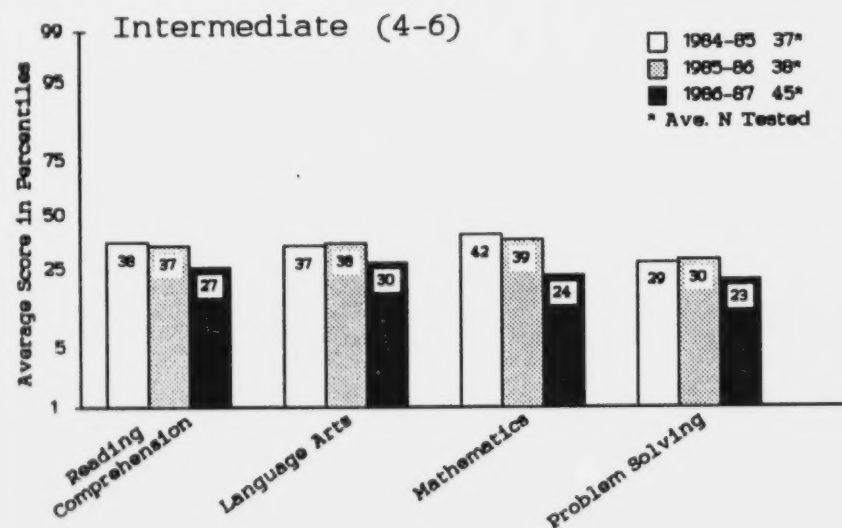
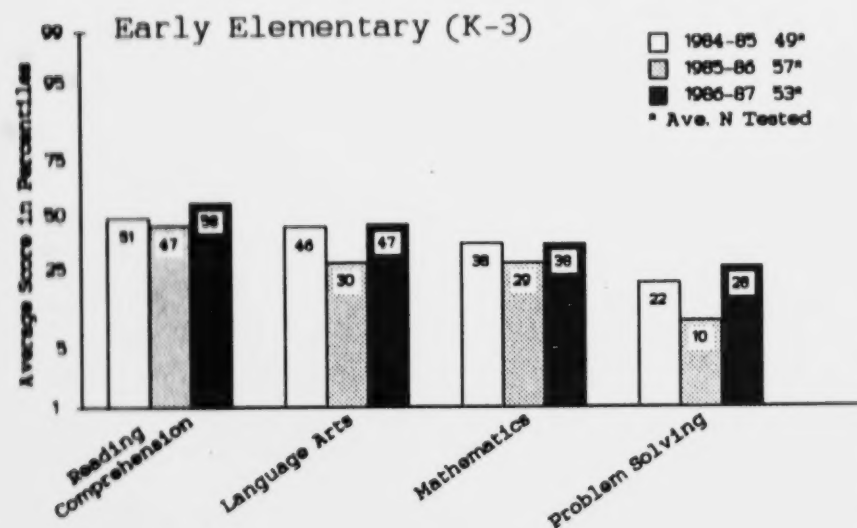
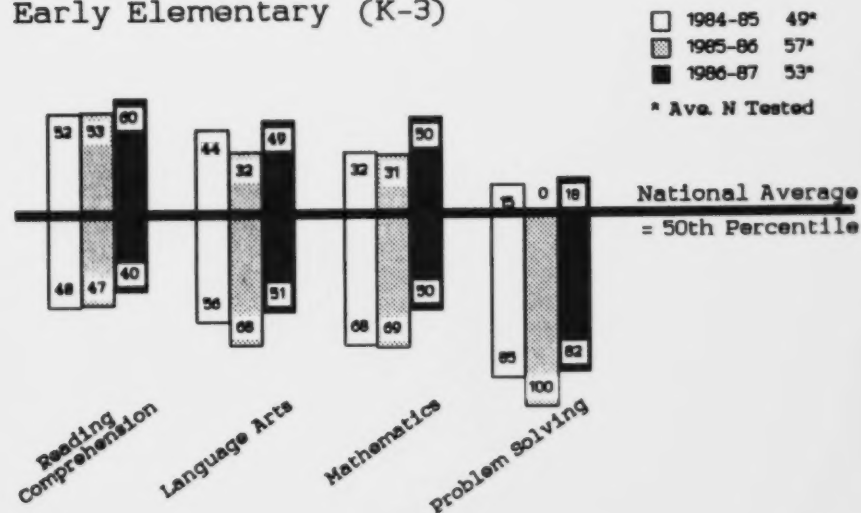
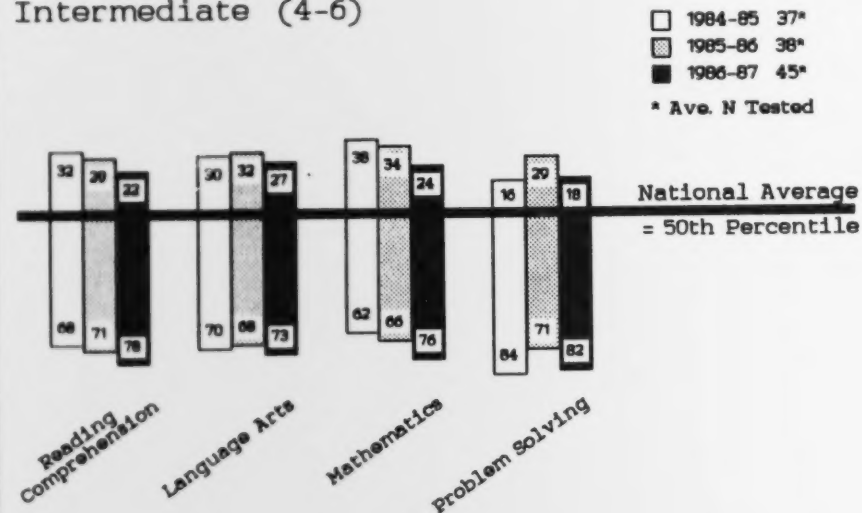


FIGURE TWO
PRIBILOF SCHOOL DISTRICT
PERCENTAGES OF STUDENTS SCORING ABOVE AND BELOW THE NATIONAL 50th PERCENTILE

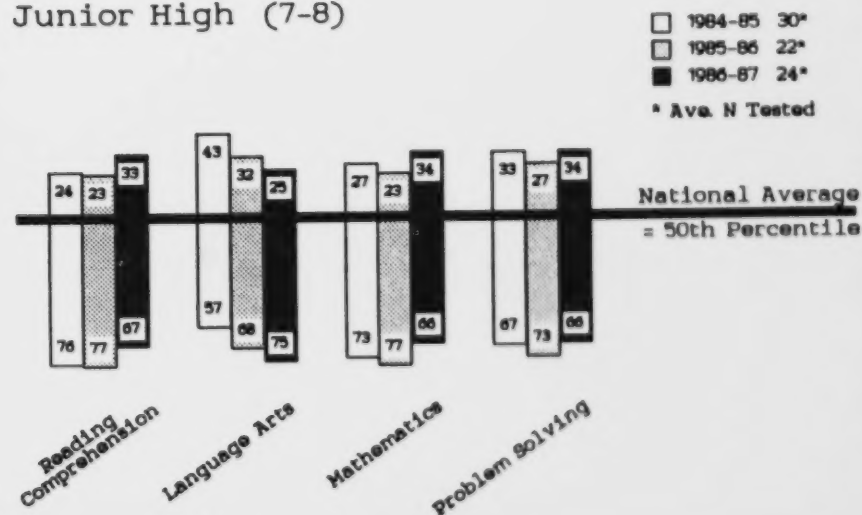
Early Elementary (K-3)



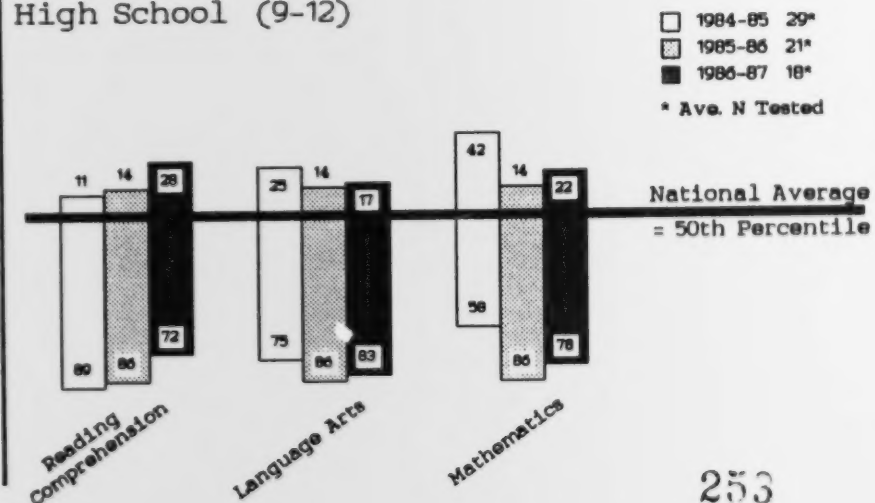
Intermediate (4-6)



Junior High (7-8)



High School (9-12)



RAILBELT SCHOOL DISTRICT

THE STUDENTS

In 1987, Railbelt's total enrollment was 357, down from 362 in 1986 and 1985. Over the three year period the percentage of new students entering the district was approximately 21%.

In 1987, 1986, and 1985, Railbelt did not participate in the federal government's free and reduced lunch program.

Over the three year period, Railbelt had no bilingual students enrolled.

In 1987 and 1986, 10% of Railbelt's students qualified for special education programs.

THE CLASSROOM

There are 4 attendance areas in Railbelt, covering a geographic area of 8,978 square miles. In 1987, there were 32 teachers in the district, all of whom were White. 9 of Railbelt's teachers held advanced degrees.

28 of Railbelt's teachers had been teaching for more than 4 years. The average teacher salary in 1987 was \$36,473.

GRADUATION REQUIREMENTS

The graduation requirements in Railbelt are as follows (in credits):

Language Arts	4.0
Health	0.5
Mathematics	2.0
Physical Education	1.0
Science	2.0
Social Studies	3.0
Vocational Education	1.5
Fine Arts	0.5
Electives	6.5
TOTAL	21.0

BASIC SKILLS ASSESSMENT

In 1985 Railbelt used the 1978 edition of the Iowa Test of Basic Skills/Tests of Achievement and Proficiency (ITBS/TAP), administering the test in April. In April, 1987 and 1986, Railbelt used the 1985 edition of the ITBS/TAP. The 1985 edition of the ITBS/TAP is more difficult than earlier editions.

The approximate percentage of students enrolled in the district for whom there were test results in 1987, 1986 and 1985 was 96%, 91% and 90% respectively.

Over the three year period, severely handicapped students were not tested. No unusual test administration procedures were used in any of the three years.

Tests were scored by the test publisher and the results routinely reported to students, parents, teachers, principals, community and the school board.

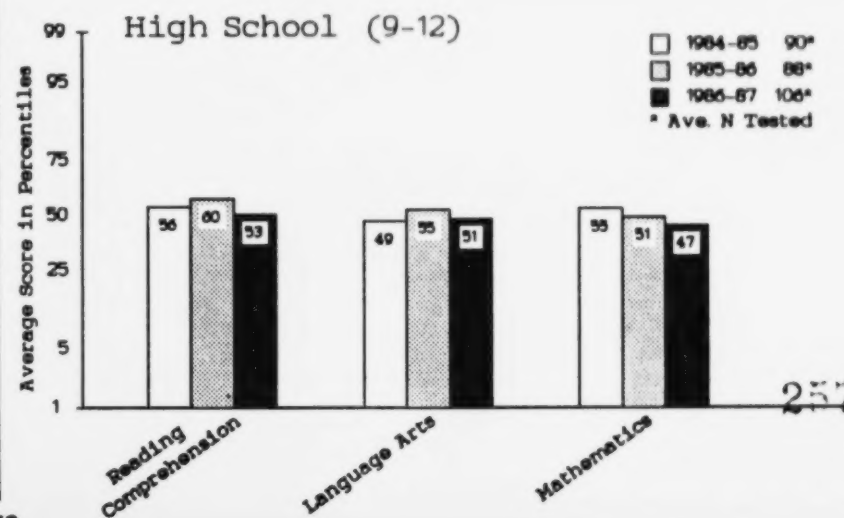
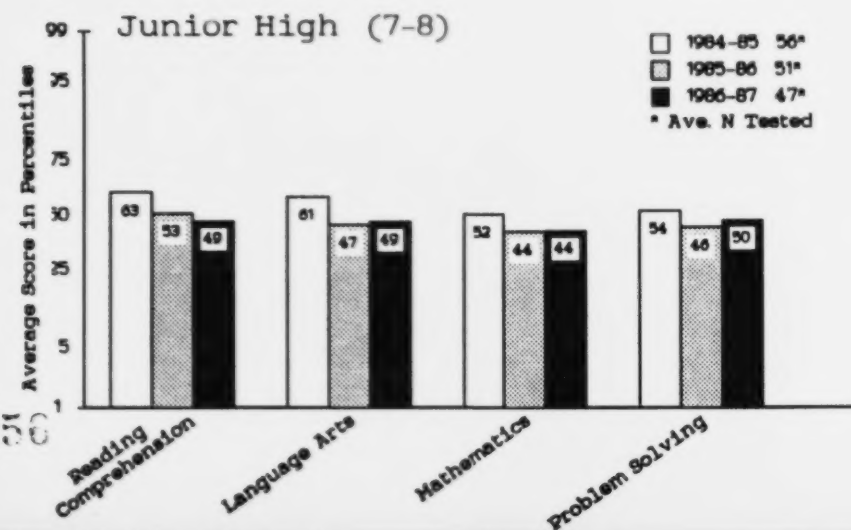
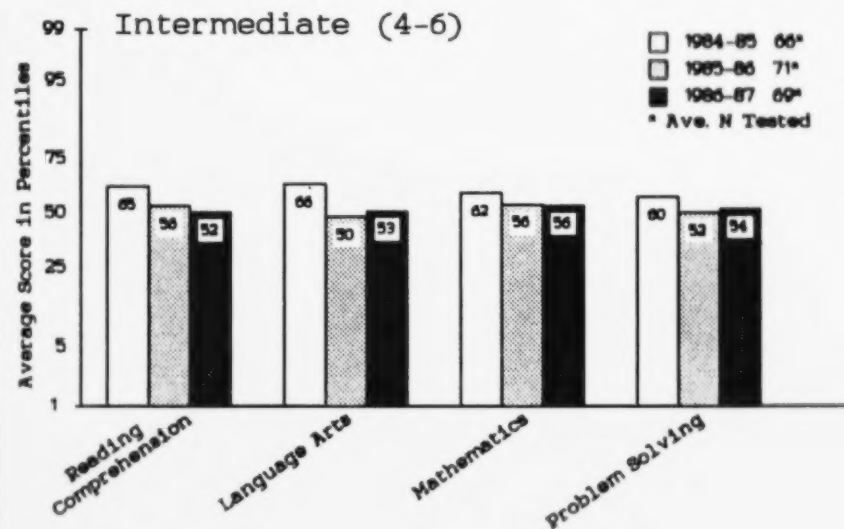
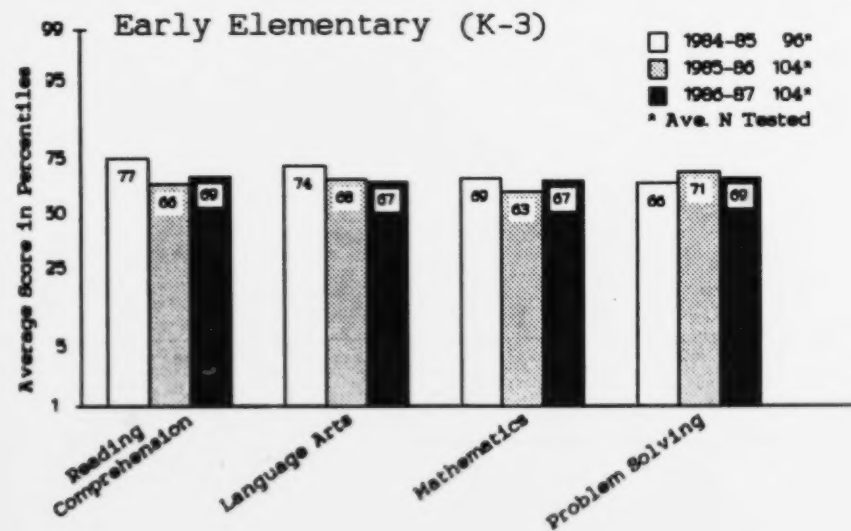
ASSESSMENT RESULTS

Figure 1 displays the results of the basic skills testing in Reading Comprehension, Mathematics, Mathematics Problem Solving, and Language Arts. The ITBS/TAP does not test Reading as a separate subskill. As a result, no Reading scores are presented.

The ITBS/TAP does not test Mathematics Problem Solving as a separate subskill in grades 9-12. As a result, Figure 1 does not include this information.

No data were available showing the percentage of students scoring above and below the 50th percentile. As a result, Figure 2 is not included in this profile.

FIGURE ONE
RAILBELT SCHOOL DISTRICT
TRENDS IN BASIC SKILLS: PERCENTILE OF AVERAGE SCORES



ST. MARYS SCHOOL DISTRICT

THE STUDENTS

In 1987, St. Marys' total enrollment was 98, up from 92 in 1986, but down from 100 in 1985. Over the three year period the percentage of new students entering the district was approximately 4%.

In 1987, 92% of St. Marys' students qualified for free and reduced lunches. In 1986, 98% qualified and in 1985, 79% qualified.

Over the three year period, St. Marys had the following percentages of its enrollment who were bilingual:

1987	40%
1986	47%
1985	57%

In 1987, 17% of St. Marys' students qualified for special education programs. In 1986, 15% qualified.

THE CLASSROOM

There is 1 attendance area in St. Marys, covering a geographic area of 52 square miles. In 1987, there were 10 teachers in the district, 8 of whom were White and 2 were Alaska Native. 5 of St. Marys' teachers held advanced degrees.

9 of St. Marys' teachers had been teaching for more than 4 years. The average teacher salary in 1987 was \$37,995.

GRADUATION REQUIREMENTS

The graduation requirements in St. Marys are as follows (in credits):

Language Arts	4.0
Health	0.5
Mathematics	2.0
Physical Education	1.0
Science	2.0
Social Studies	3.0
Native Language	4.0
Electives	6.5
TOTAL	23.0

BASIC SKILLS ASSESSMENT

St. Marys used the 1978 edition of the Iowa Test of Basic Skills/Tests of Achievement and Proficiency (ITBS/TAP), administering the test in September 1984, October, and April 1987.

The approximate percentage of students enrolled in the district for whom there were test results in 1987, 1986 and 1985 was 57%, 95% and 96% respectively.

In 1987, 1 special education kindergarten student was not tested. Information on prior year's testing practices was not available.

In 1987, tests were scored by district staff. In 1986 and 1985, tests were scored by the test publisher. The results were routinely reported to parents, teachers, principals and the school board.

ASSESSMENT RESULTS

Figures 1 and 2 display the results of the basic skills testing in Reading Comprehension, Mathematics, Mathematics Problem Solving, and Language Arts. The ITBS/TAP does not test Reading as a separate subskill. As a result, no Reading scores are presented.

The ITBS/TAP does not test Mathematics Problem Solving as a separate subskill in grades 9-12. As a result, Figure 1 does not include this information.

Figure 2 displays the percentage of students who scored above and below the 50th percentile in each of the three years.

Data not available and, therefore, not included in Figures 1 and 2 are: grades 3-8 Mathematics Problem Solving for 1987 and grades 9-12 Reading Comprehension, Mathematics and Language Arts for 1987.

FIGURE ONE
ST. MARYS SCHOOL DISTRICT
TRENDS IN BASIC SKILLS: PERCENTILE OF AVERAGE SCORES

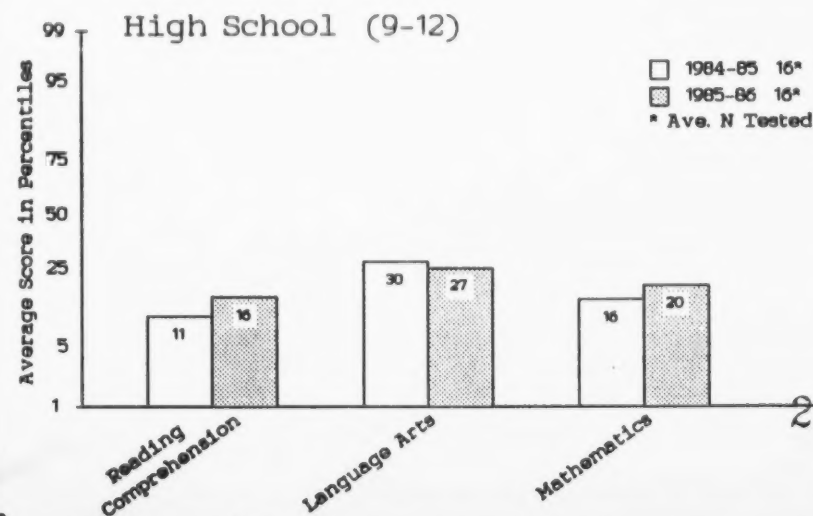
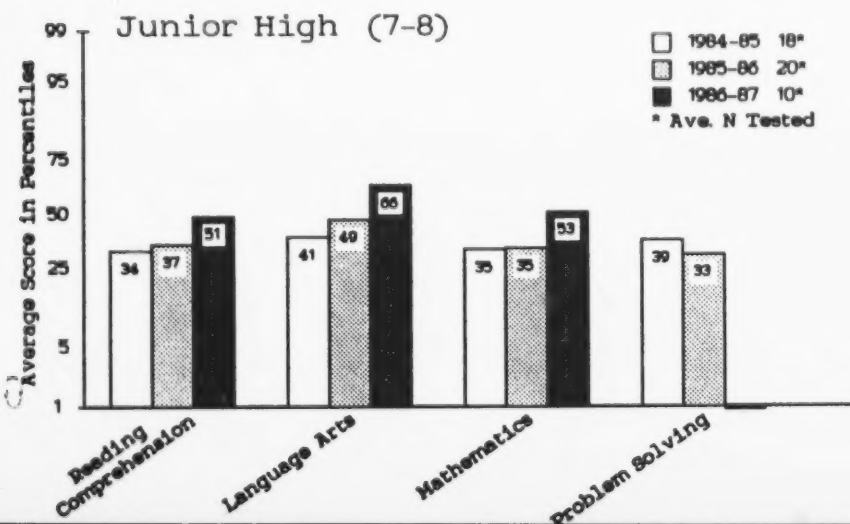
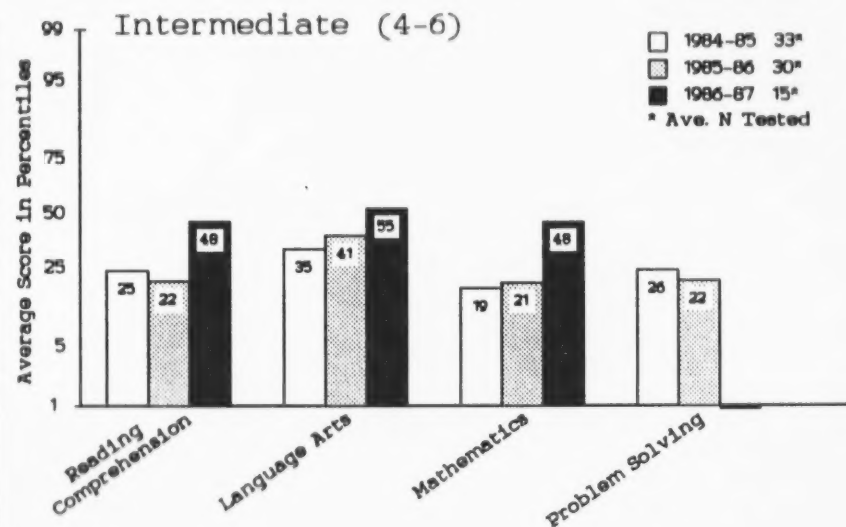
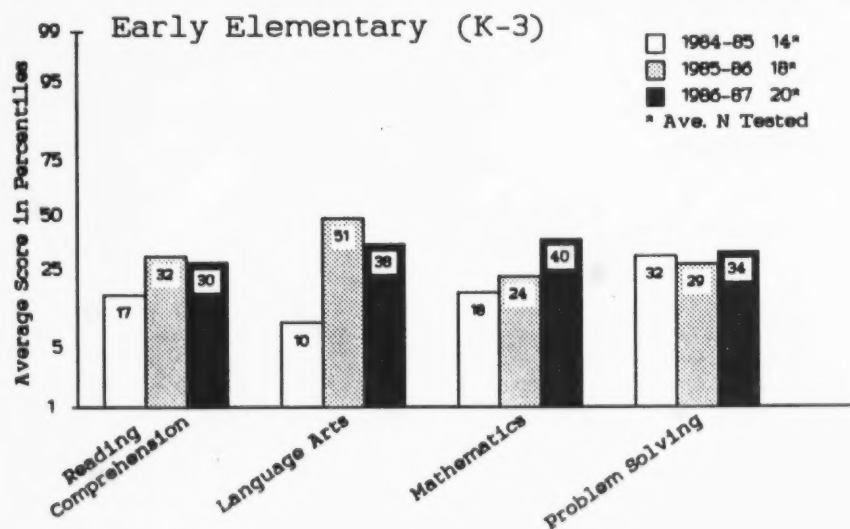
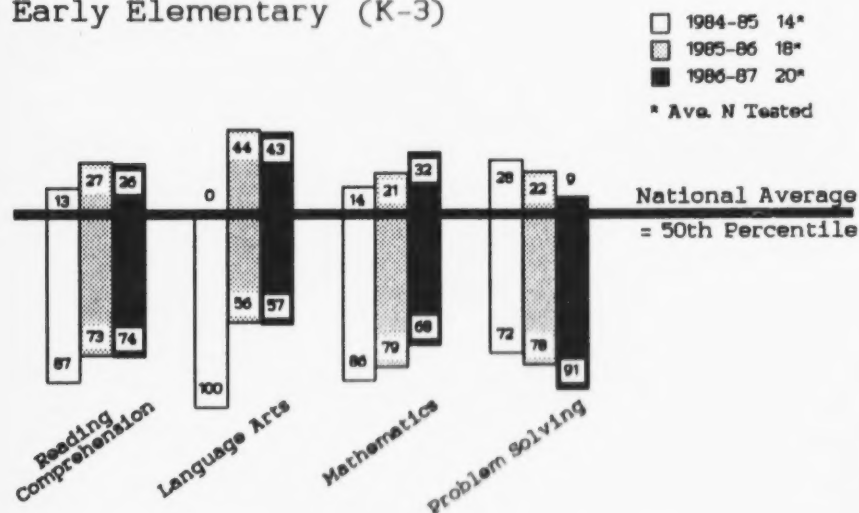
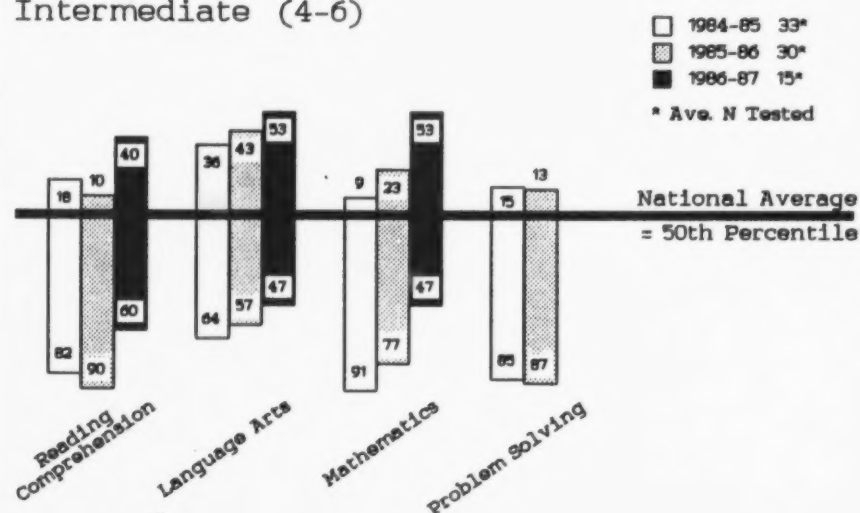


FIGURE TWO
ST MARYS SCHOOL DISTRICT
PERCENTAGES OF STUDENTS SCORING ABOVE AND BELOW THE NATIONAL 50th PERCENTILE

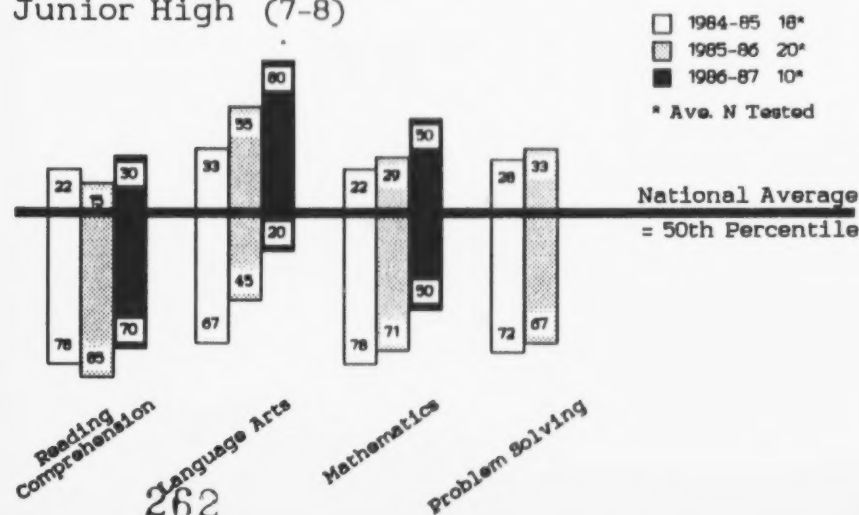
Early Elementary (K-3)



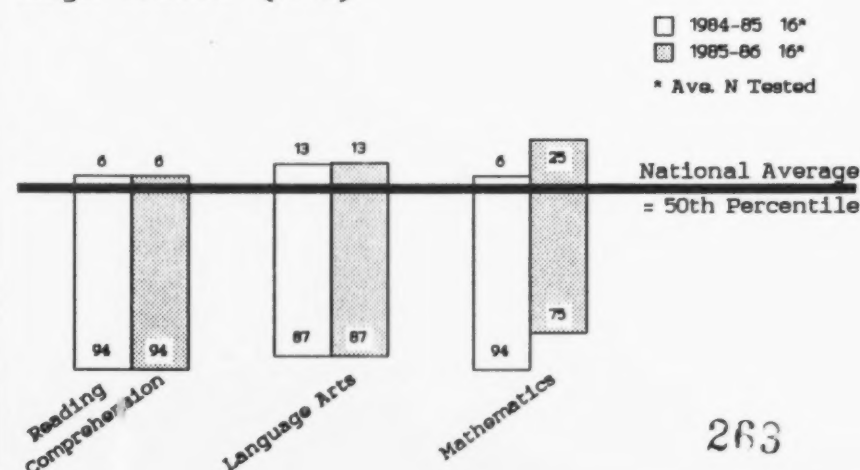
Intermediate (4-6)



Junior High (7-8)



High School (9-12)



SAND POINT SCHOOL DISTRICT

THE STUDENTS

In 1987, Sand Point's total enrollment was 126, up from 123 in 1986 and 109 in 1985. Over the three year period the percentage of new students entering the district was approximately 23%.

In 1987, 1986, and 1985, Sand Point did not participate in the federal government's free and reduced lunch program.

Over the three year period, Sand Point had no bilingual students enrolled.

In 1987, 13% of Sand Point's students qualified for special education programs. In 1986, 11% qualified.

THE CLASSROOM

There is 1 attendance area in Sand Point, covering a geographic area of 1 square mile. In 1987, there were 13 teachers in the district, all of whom were White. 2 of Sand Point's teachers held advanced degrees.

9 of Sand Point's teachers had been teaching for more than 4 years. The average teacher salary in 1987 was \$40,470.

GRADUATION REQUIREMENTS

The graduation requirements in Sand Point are as follows (in credits):

Language Arts	4.0
Health	1.0
Mathematics	2.0
Physical Education	1.0
Science	2.0
Social Studies	3.0
Electives	9.0
TOTAL	22.0

BASIC SKILLS ASSESSMENT

In 1985 and 1986 Sand Point used the 1978 edition of the Iowa Test of Basic Skills/Tests of Achievement and Proficiency (ITBS/TAP), administering the test in April each year. In May, 1987, Sand Point used the 1985 edition of the ITBS/TAP. The 1985 edition of the ITBS/TAP is more difficult than earlier editions.

The approximate percentage of students enrolled in the district for whom there were test results in 1987, 1986 and 1985 was 46%, 84% and 91% respectively.

Over the three year period, students in grade 12 were not tested. No unusual test administration procedures were used in any of the three years.

Tests were scored by an independent contractor and the results routinely reported to parents, teachers, principals and the school board.

ASSESSMENT RESULTS

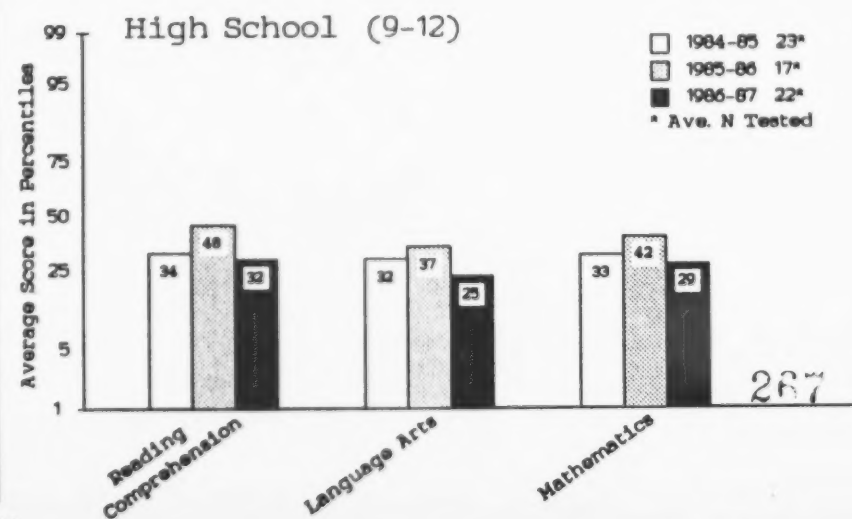
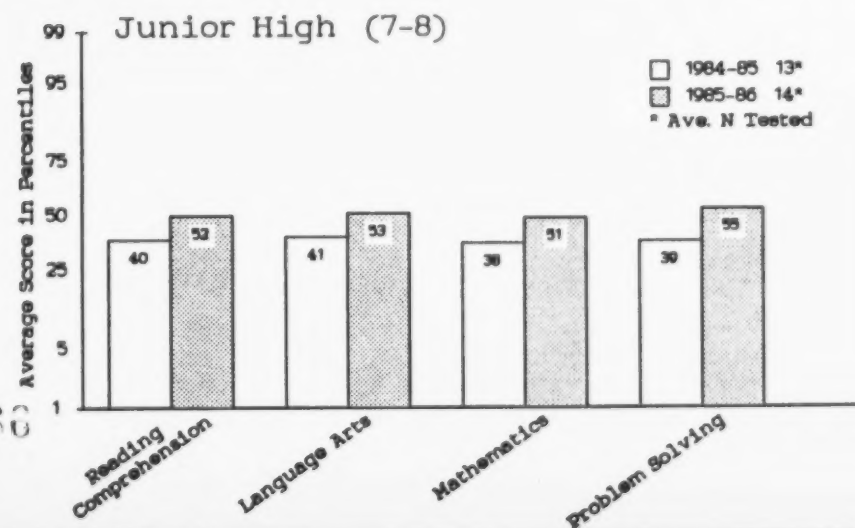
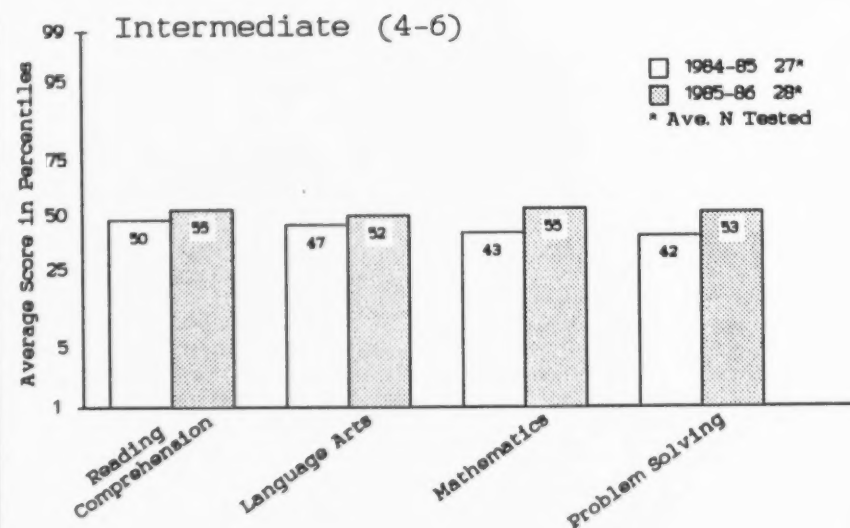
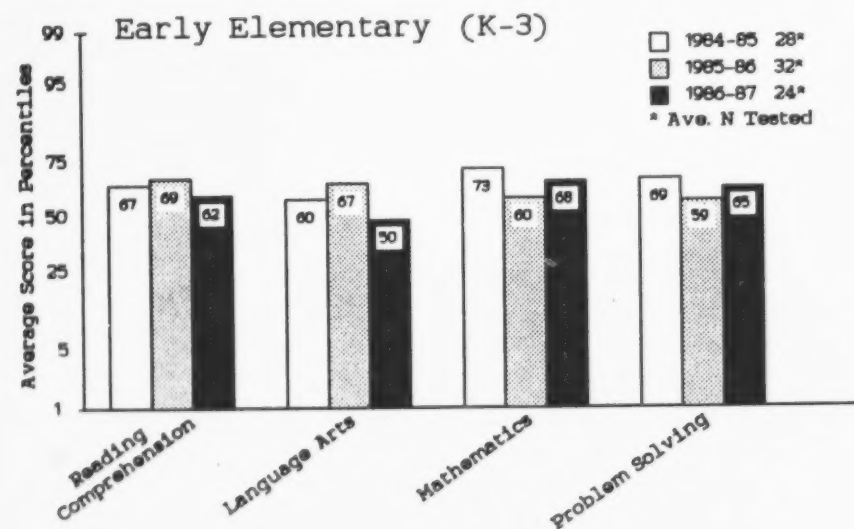
Figure 1 displays the results of the basic skills testing in Reading Comprehension, Mathematics, Mathematics Problem Solving, and Language Arts. The ITBS/TAP does not test Reading as a separate subskill. As a result, no Reading scores are presented.

The ITBS/TAP does not test Mathematics Problem Solving as a separate subskill in grades 9-12. As a result, Figure 1 does not include this information.

Other data not available and, as a result, not included in Figure 1 are the scores for students in grades 3-8 for 1987.

No data were available showing the percentage of students scoring above and below the 50th percentile. As a result, Figure 2 is not included in this profile.

FIGURE ONE
SAND POINT SCHOOL DISTRICT
TRENDS IN BASIC SKILLS: PERCENTILE OF AVERAGE SCORES



SITKA BOROUGH SCHOOLS

THE STUDENTS

In 1987, Sitka's total enrollment was 1,655, up from 1,646 in 1986 and 1,625 in 1985. Over the three year period the percentage of new students entering the district was approximately 10%.

In 1987, 17% of Sitka's students qualified for free and reduced lunches. In 1986, 14% qualified and in 1985, 12% qualified.

Over the three year period, 1% of Sitka's enrollment was bilingual.

In 1987, 15% of Sitka's students qualified for special education programs. In 1986, 14% qualified.

THE CLASSROOM

There are 6 attendance areas in Sitka, covering a geographic area of 4,480 square miles. In 1987, there were 100 teachers in the district, 93 of whom were White, 1 was Hispanic, 4 were Asian or Pacific Islander, and 2 were Alaska Native. 39 of Sitka's teachers held advanced degrees.

95 of Sitka's teachers had been teaching for more than 4 years. The average teacher salary in 1987 was \$37,905.

GRADUATION REQUIREMENTS

The graduation requirements in Sitka are as follows (in credits):

Language Arts	4.0
Mathematics	2.0
Physical Education	2.0
Science	3.0
Social Studies	3.0
Vocational Education	1.0
Electives	8.0

TOTAL	23.0
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BASIC SKILLS ASSESSMENT

In 1985 Sitka used the 1977 edition of the California Achievement Test (CAT), administering the test in March. In April, 1987 and 1986, Sitka used the 1985 edition of the CAT. The 1985 CAT is more difficult than earlier editions.

The approximate percentage of students enrolled in the district for whom there were test results in 1987, 1986 and 1985 was 97%, 95% and 47% respectively.

In 1985 students in grades K and 8 were not tested. No unusual test administration procedures were used in any of the three years.

Tests were scored by the test publisher and the results routinely reported to students, parents, teachers, principals, community, media and the school board.

ASSESSMENT RESULTS

Figures 1 and 2 display the results of the basic skills testing in Reading, Reading Comprehension, Mathematics, Mathematics Problem Solving, and Language Arts.

Figure 1 shows the trends in the average scores over the three year period. 1985 scores for students in grades 9-12 were not available and do not appear in Figure 1.

Figure 2 displays the percentage of students who scored above and below the 50th percentile in 1987 and 1986 only as 1985 results were not available.

FIGURE ONE
SITKA SCHOOL DISTRICT
TRENDS IN BASIC SKILLS: PERCENTILE OF AVERAGE SCORES

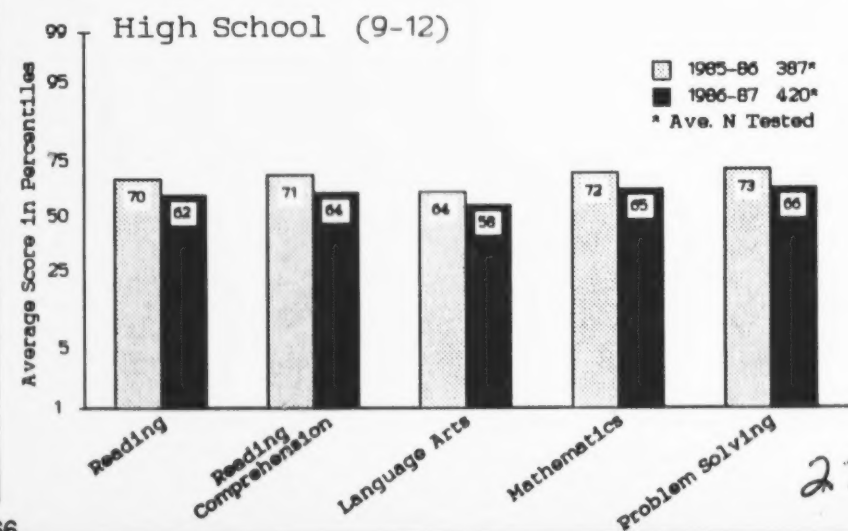
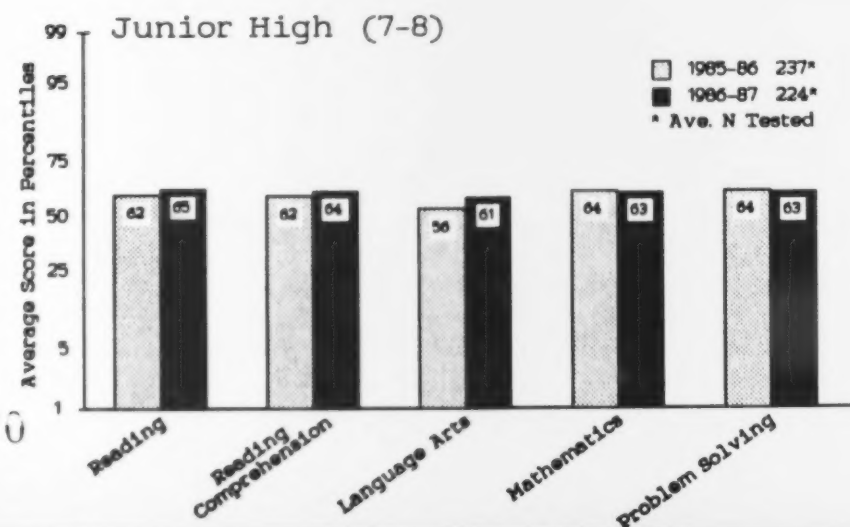
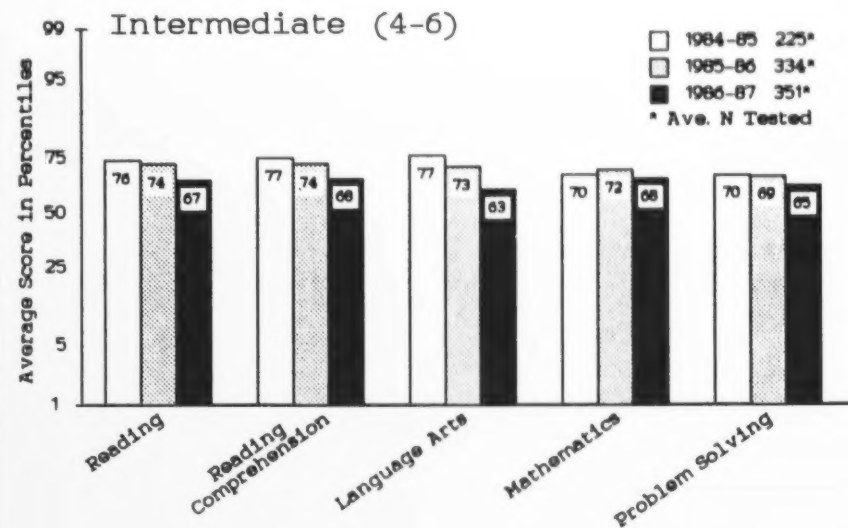
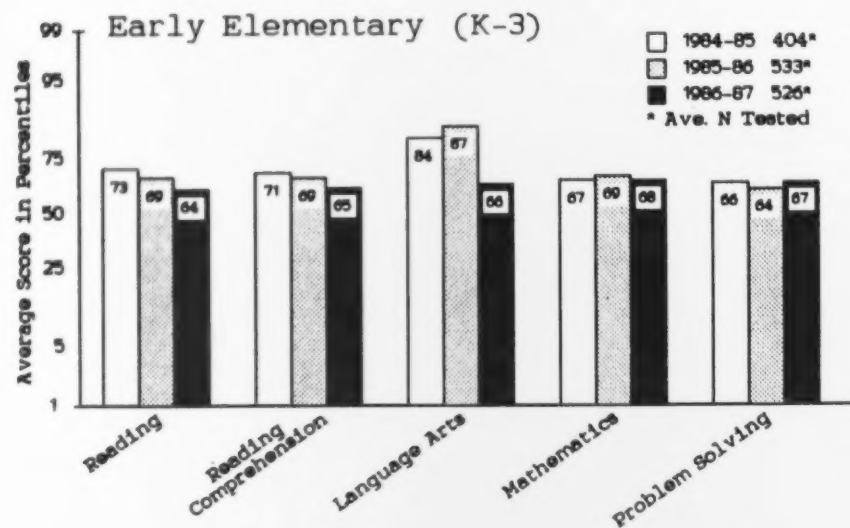
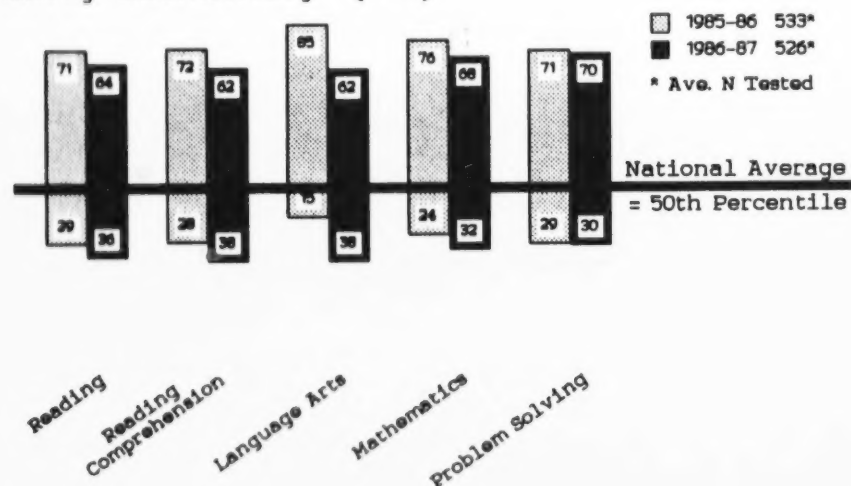
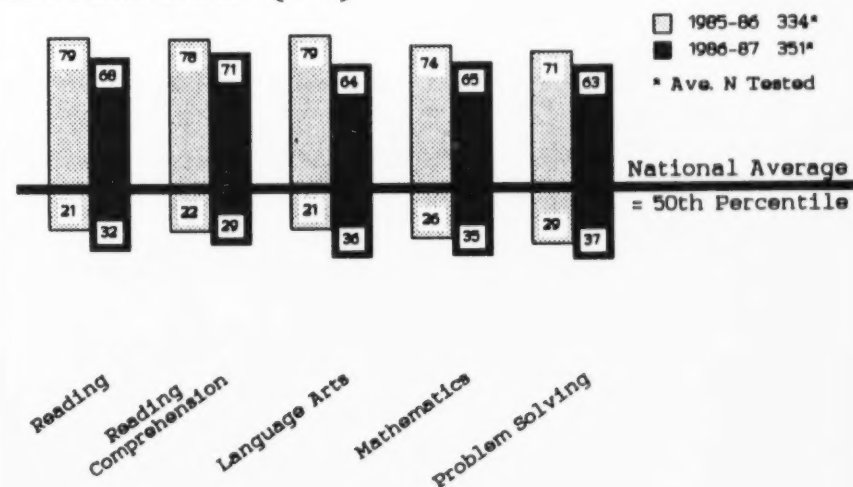


FIGURE TWO
SITKA SCHOOL DISTRICT
PERCENTAGES OF STUDENTS SCORING ABOVE AND BELOW THE NATIONAL 50th PERCENTILE

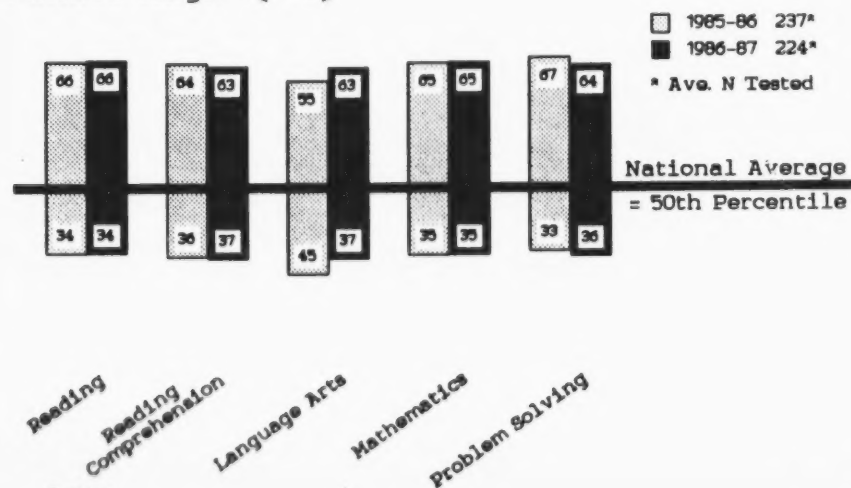
Early Elementary (K-3)



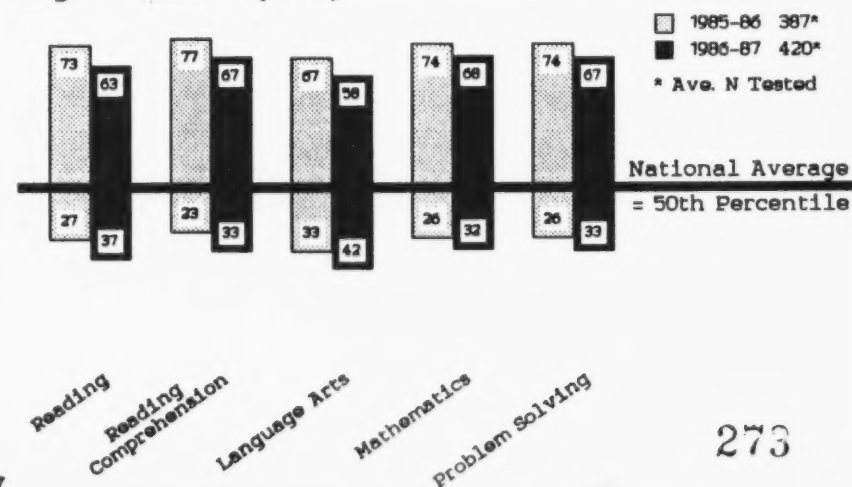
Intermediate (4-6)



Junior High (7-8)



High School (9-12)



SKAGWAY CITY SCHOOLS

THE STUDENTS

In 1987, Skagway's total enrollment was 134, up from 126 in 1986 and 131 in 1985. Over the three year period the percentage of new students entering the district was approximately 2%.

In 1987, 1986, and 1985, Skagway did not participate in the federal government's free and reduced lunch program.

Over the three year period, Skagway had no bilingual students enrolled.

In 1987, 6% of Skagway's students qualified for special education programs. In 1986, 7% qualified.

THE CLASSROOM

There is 1 attendance area in Skagway, covering a geographic area of 11 square miles. In 1987, there were 12 teachers in the district, all of whom were White. 4 of Skagway's teachers held advanced degrees.

10 of Skagway's teachers had been teaching for more than 4 years. The average teacher salary in 1987 was \$36,160.

GRADUATION REQUIREMENTS

The graduation requirements in Skagway are as follows (in credits):

Language Arts	4.0
Mathematics	2.0
Physical Education	1.0
Science	2.0
Social Studies	3.0
Vocational Education	1.0
Fine Arts	1.0
Electives	8.0
TOTAL	22.0

BASIC SKILLS ASSESSMENT

In 1986 and 1987, Skagway used the 1985 edition of the SRA Survey of Basic Skills, administering the test in May, 1986 and April, 1987. In May, 1985, Skagway used the 1978 edition of the Iowa Test of Basic Skills/Tests of Achievement and Proficiency.

The approximate percentage of students enrolled in the district for whom there were test results in 1987, 1986 and 1985 was 95%, 91% and 76% respectively.

Over the three year period, no groups of students were systematically excluded from testing and no unusual test administration procedures were used.

Tests were scored by the test publisher and the results routinely reported to parents, teachers, and principals.

All students in grades K-12 were eligible to be tested.

ASSESSMENT RESULTS

Figures 1 and 2 display the results of the basic skills testing in Reading, Reading Comprehension, Mathematics, Mathematics Problem Solving, and Language Arts.

Figure 1 shows the trends in the average scores from 1986 to 1987. Results from testing in 1985 are not included as they are based on a different test.

Figure 2 displays the percentage of students who scored above and below the 50th percentile in 1986 and 1987. Like Figure 1, Figure 2 does not include the results from 1985.

FIGURE ONE
 SKAGWAY CITY SCHOOL DISTRICT
 TRENDS IN BASIC SKILLS: PERCENTILE OF AVERAGE SCORES

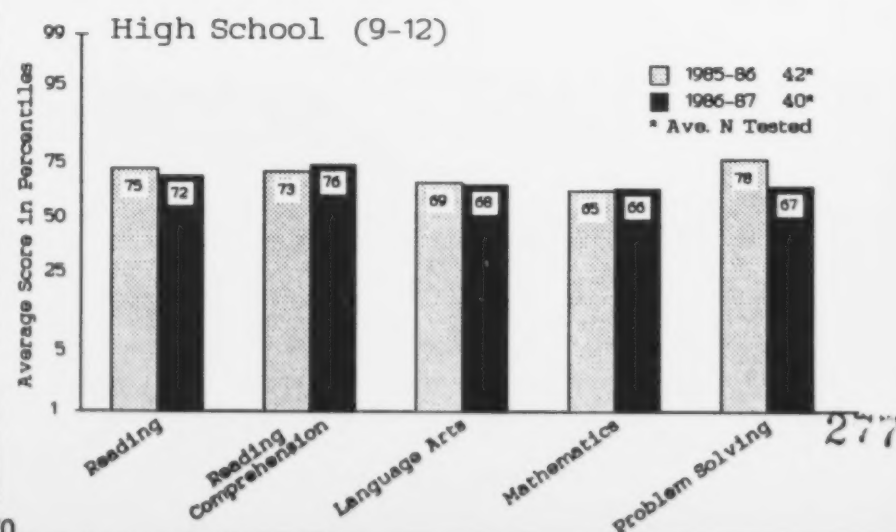
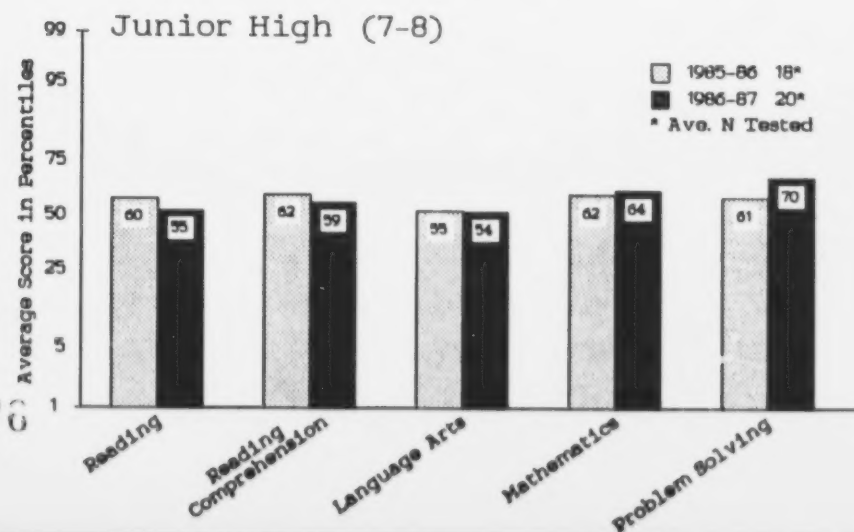
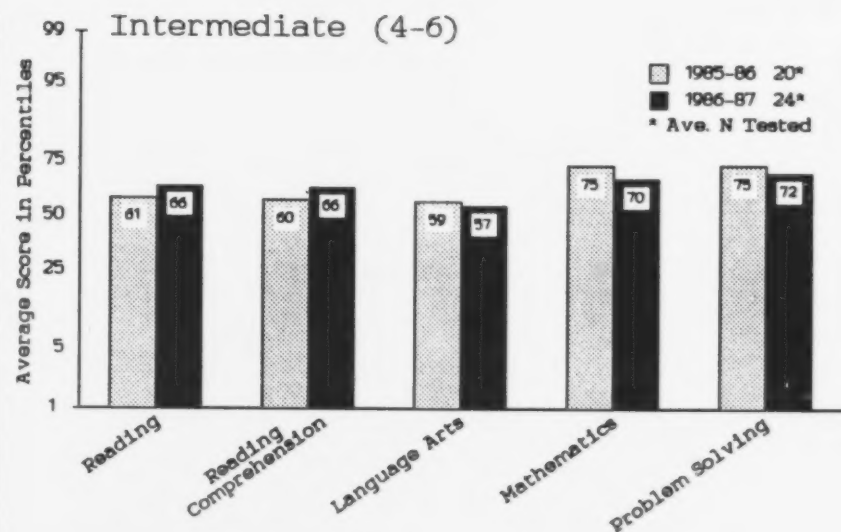
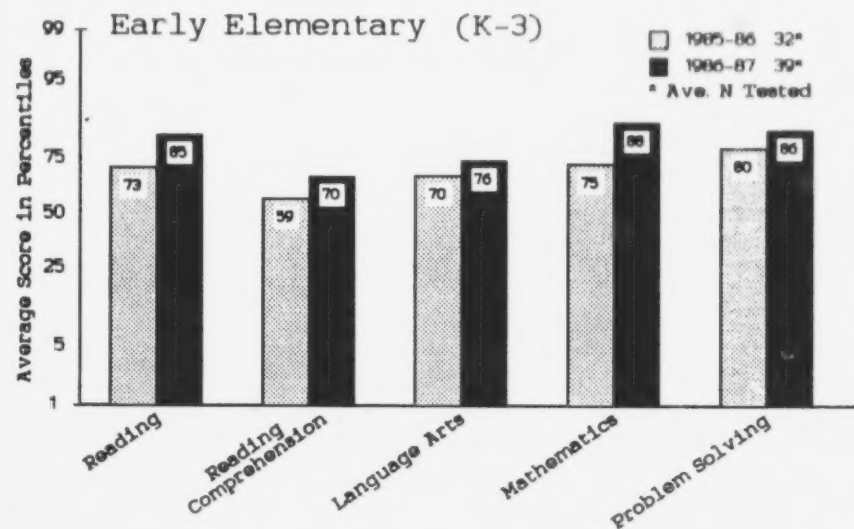
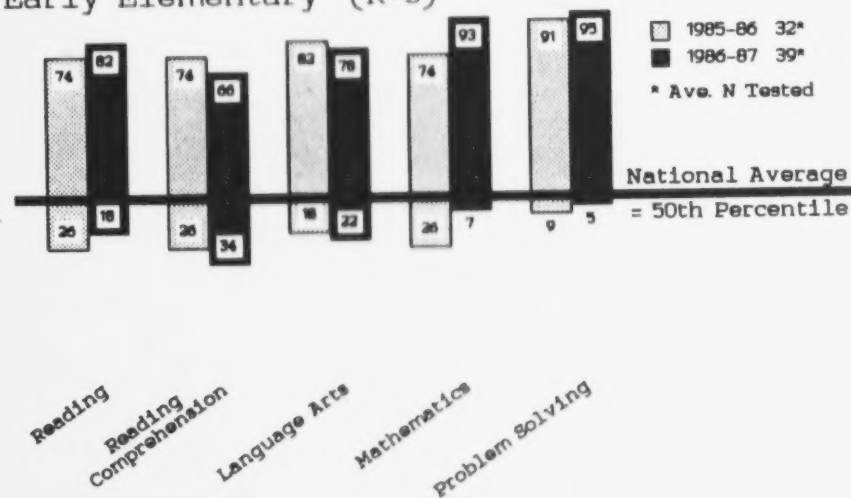
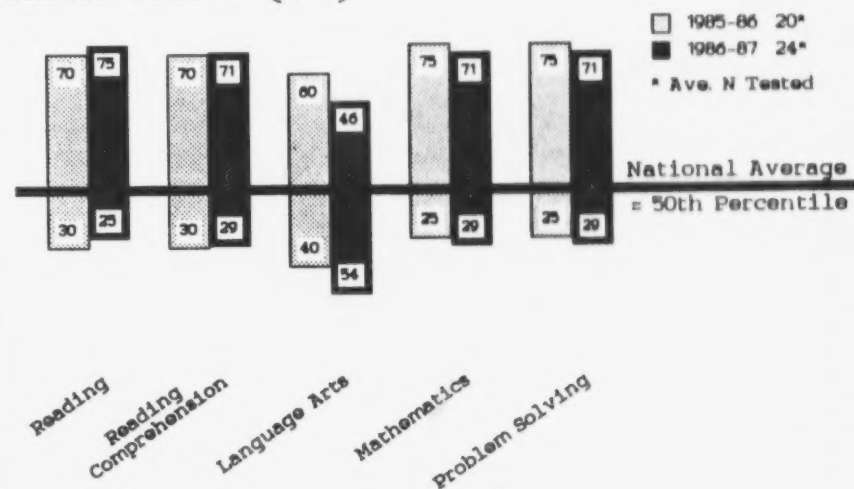


FIGURE TWO
SKAGWAY CITY SCHOOL DISTRICT
PERCENTAGES OF STUDENTS SCORING ABOVE AND BELOW THE NATIONAL 50th PERCENTILE

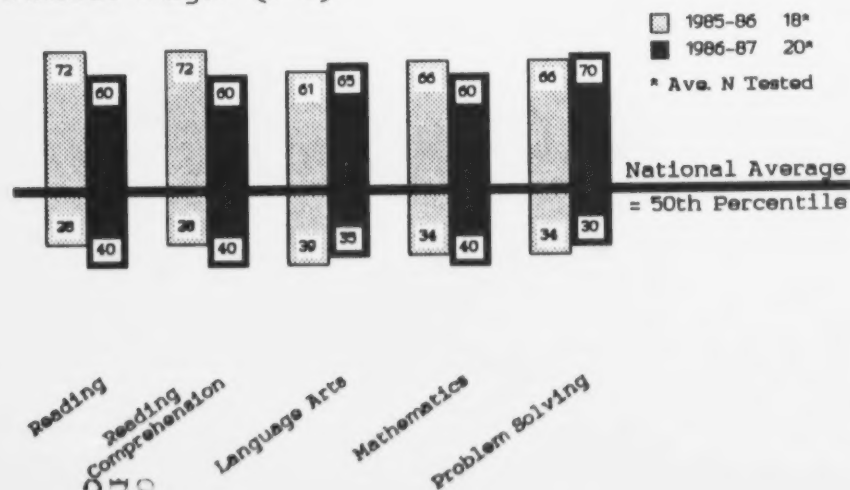
Early Elementary (K-3)



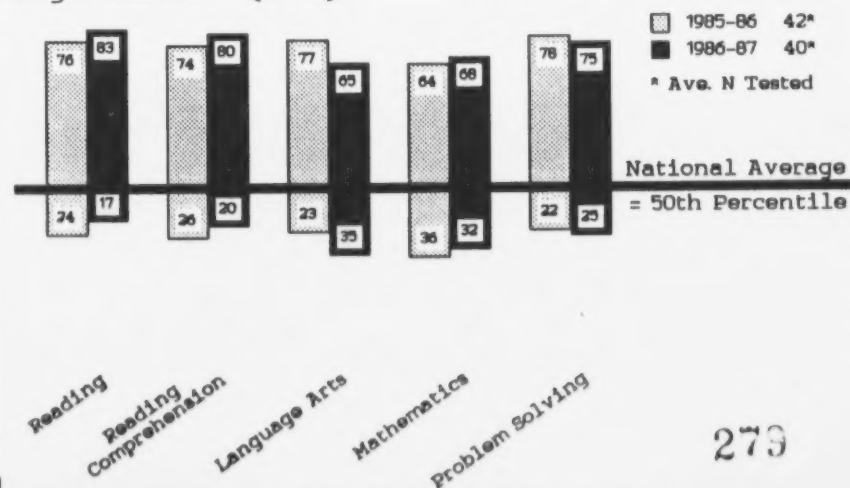
Intermediate (4-6)



Junior High (7-8)



High School (9-12)



SOUTHEAST ISLAND SCHOOLS

THE STUDENTS

In 1987, Southeast Island's total enrollment was 450, down from 469 in 1986 and from 457 in 1985. Over the three year period the percentage of new students entering the district was approximately 25%.

In 1987, 1986, and 1985, Southeast Island did not participate in the federal government's free and reduced lunch program.

Over the three year period, Southeast Island had no bilingual students enrolled.

In 1987 and 1986, 10% of Southeast Island's students qualified for special education programs.

THE CLASSROOM

There are 16 attendance areas in Southeast Island, covering a geographic area of 18,856 square miles. In 1987, there were 45 teachers in the district, 44 of whom were White and 1 was Black. 11 of Southeast Island's teachers held advanced degrees.

36 of Southeast Island's teachers had been teaching for more than 4 years. The average teacher salary in 1987 was \$35,740.

GRADUATION REQUIREMENTS

The graduation requirements in Southeast Island are as follows (in credits):

Language Arts	4.0
Health	1.0
Mathematics	3.0
Physical Education	1.0
Science	3.0
Social Studies	3.0
Electives	6.0
TOTAL	21.0

BASIC SKILLS ASSESSMENT

In 1987, 1986 and 1985 Southeast Island used the 1985 edition of the SRA Survey of Basic Skills, administering the test in March each year.

The approximate percentage of students enrolled in the district for whom there were test results in 1987, 1986 and 1985 was 87%, 72% and 87% respectively.

Over the three year period, no groups of students were systematically excluded from testing and no unusual test administration procedures were used.

Tests were scored by the test publisher and the results routinely reported to students, parents, teachers, principal/teachers and the school board.

All students in grades K-12 were eligible to be tested.

ASSESSMENT RESULTS

Figures 1 and 2 display the results of the basic skills testing in Reading, Reading Comprehension, Mathematics, Mathematics Problem Solving, and Language Arts.

Figure 1 shows the trends in the average scores over the three year period.

Figure 2 displays the percentage of students who scored above and below the 50th percentile in each of the three years.

In 1986, no data were available for K-3 Mathematics Problem Solving. As a result, Figures 1 and 2 do not include this information.

FIGURE ONE
SOUTHEAST ISLAND SCHOOL DISTRICT
TRENDS IN BASIC SKILLS: PERCENTILE OF AVERAGE SCORES

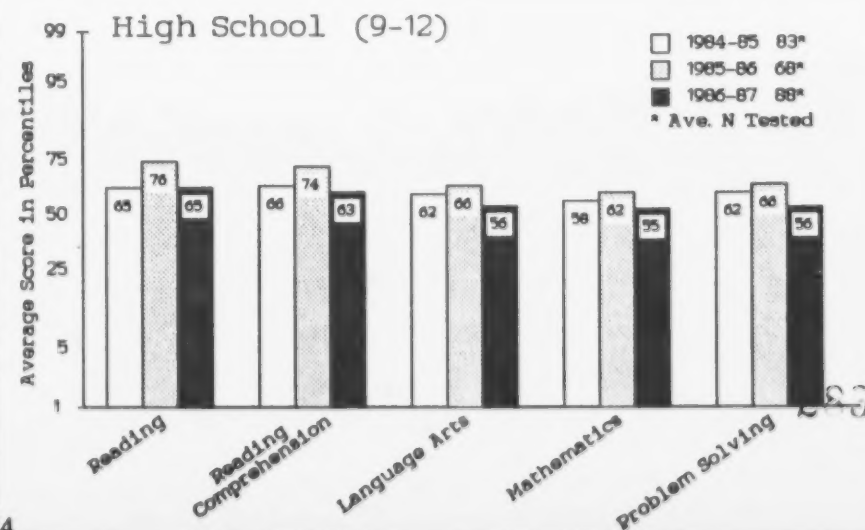
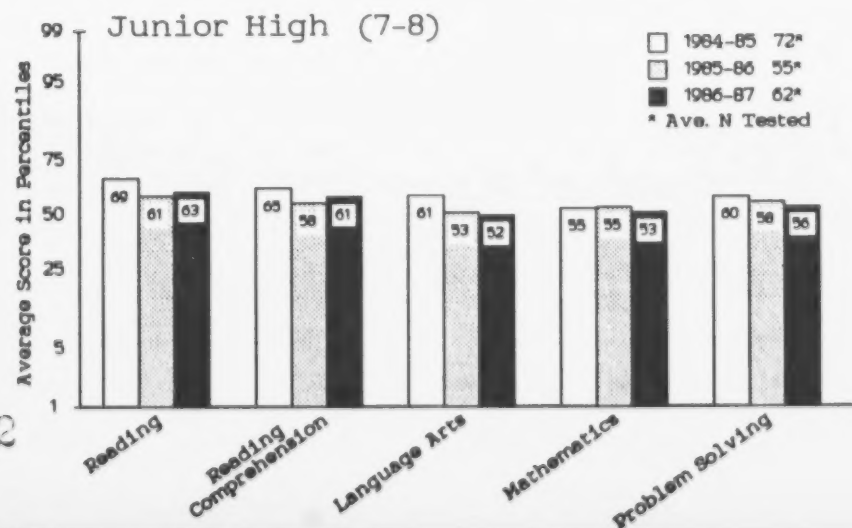
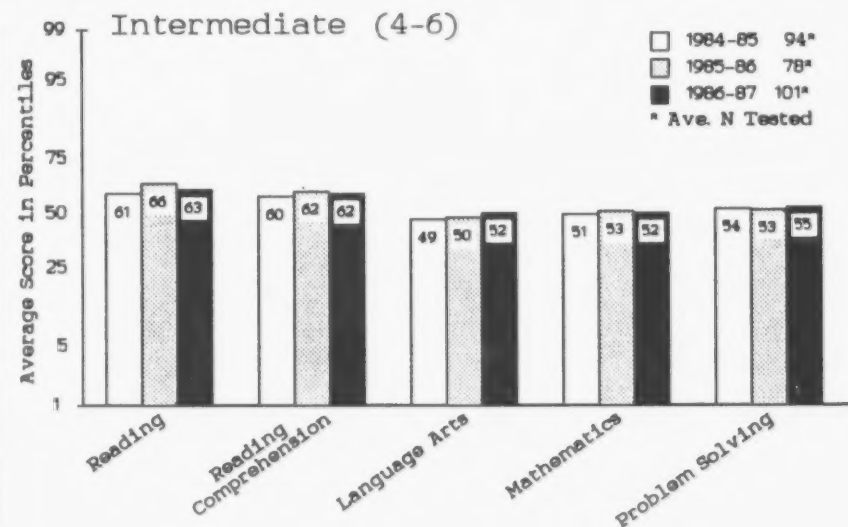
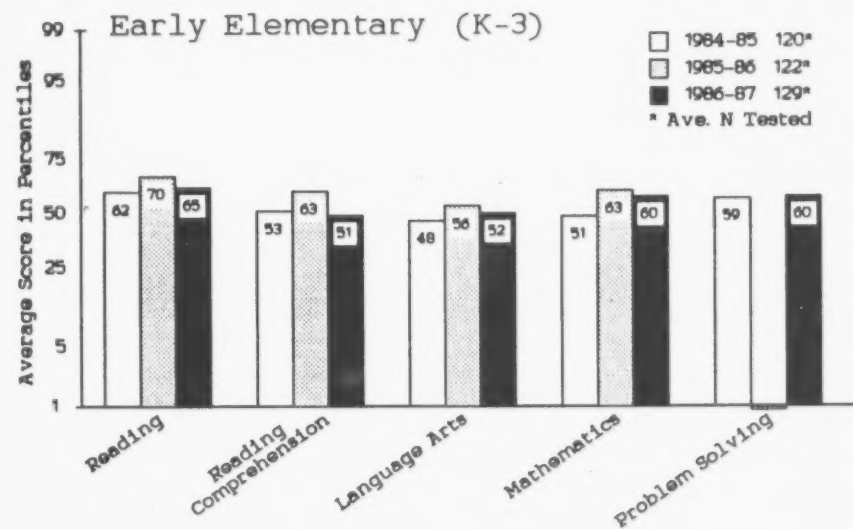
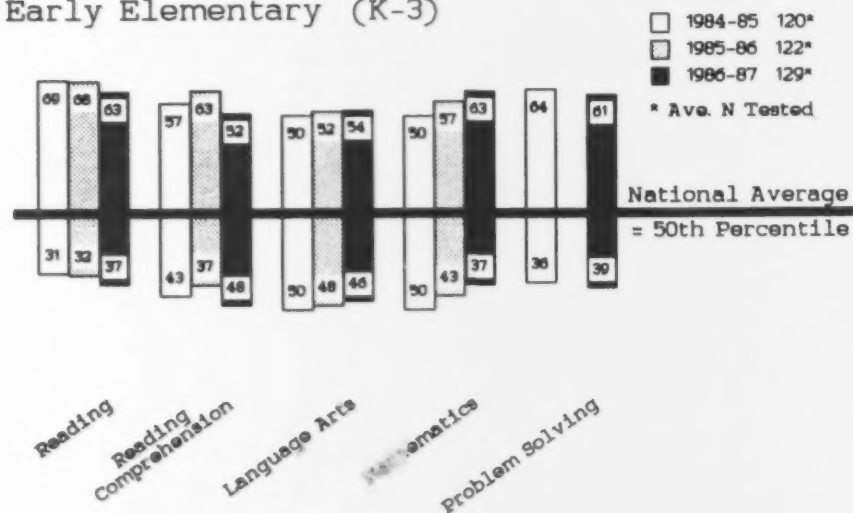
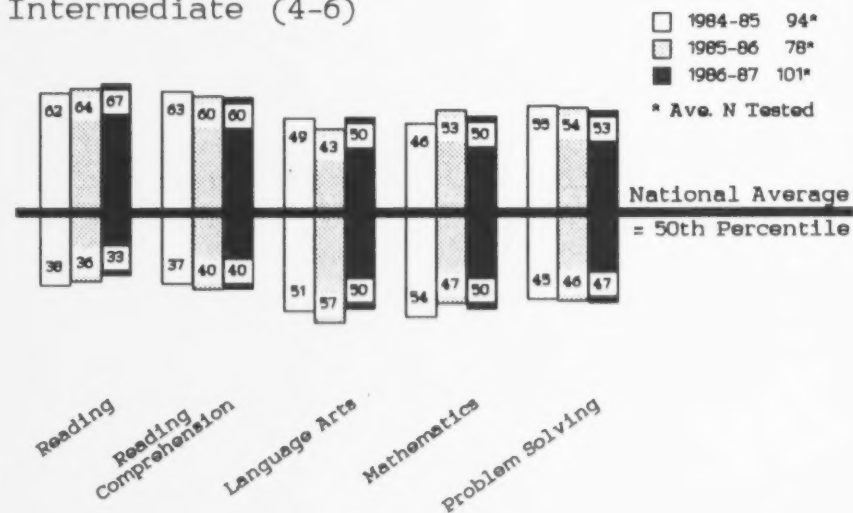


FIGURE TWO
SOUTHEAST ISLAND SCHOOL DISTRICT
PERCENTAGES OF STUDENTS SCORING ABOVE AND BELOW THE NATIONAL 50th PERCENTILE

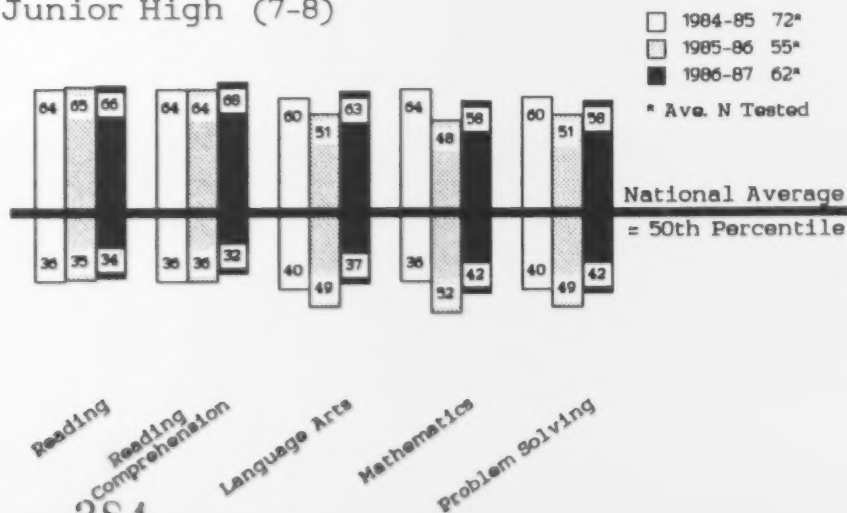
Early Elementary (K-3)



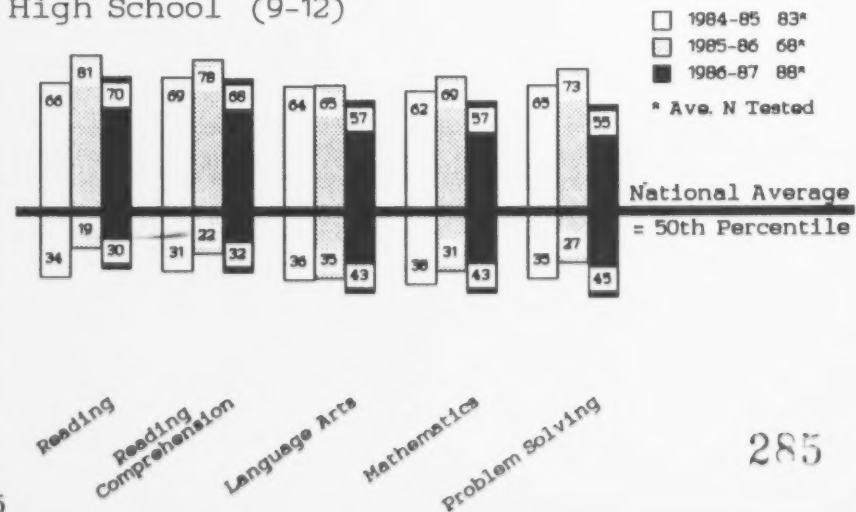
Intermediate (4-6)



Junior High (7-8)



High School (9-12)



SOUTHWEST REGION SCHOOLS

THE STUDENTS

In 1987, Southwest Region's total enrollment was 489, up from 474 in 1986, but down from 495 in 1985. Over the three year period the percentage of new students entering the district was approximately 4%.

In 1987, 63% of Southwest Region's students qualified for free and reduced lunches. In 1986, 88% qualified and in 1985, 80% qualified.

Over the three year period, Southwest Region had the following percentages of its enrollment who were bilingual:

1987	97%
1986	87%
1985	71%

In 1987 and 1986, 10% of Southwest Region's students qualified for special education programs.

THE CLASSROOM

There are 9 attendance areas in the Southwest Region, covering a geographic area of 21,996 square miles. In 1987, there were 53 teachers in the district, 49 of whom were White and 4 were Alaska Native. 18 of Southwest Region's teachers held advanced degrees.

42 of Southwest Region's teachers had been teaching for more than 4 years. The average teacher salary in 1987 was \$43,751.

GRADUATION REQUIREMENTS

The graduation requirements in the Southwest Region are as follows (in credits):

Language Arts	4.0
Health	0.5
Mathematics	3.0
Physical Education	2.0
Science	2.0
Social Studies	3.0
Vocational Education	0.5
Electives	6.0
TOTAL	21.0

BASIC SKILLS ASSESSMENT

In 1986 and 1987 the Southwest Region used the 1985 edition of the California Achievement Test (CAT), administering the test in March each year. In April, 1985, the Southwest Region used the 1973 Comprehensive Test of Basic Skills.

The approximate percentage of students enrolled in the district for whom there were test results in 1987, 1986 and 1985 was 86%, 94% and 90% respectively.

Over the three year period, no groups of students were systematically excluded from testing. In 1985 one school gave directions to students in both Yup'ik and English to students in grades K-2.

Tests were scored by the test publisher and the results routinely reported to students, parents, teachers, principals and the school board.

All students in grades K-12 were eligible to be tested.

ASSESSMENT RESULTS

Figures 1 and 2 display the results of the basic skills testing in Reading, Reading Comprehension, Mathematics, Mathematics Problem Solving, and Language Arts.

Figure 1 shows the trends in the average scores from 1986 to 1987. Results from testing in 1985 are not included as they are based on a different test.

Figure 2 displays the percentage of students who scored above and below the 50th percentile in each of the three years. Like Figure 1, Figure 2 does not include the results from 1985.

FIGURE ONE
SOUTHWEST REGION SCHOOL DISTRICT
TRENDS IN BASIC SKILLS: PERCENTILE OF AVERAGE SCORES

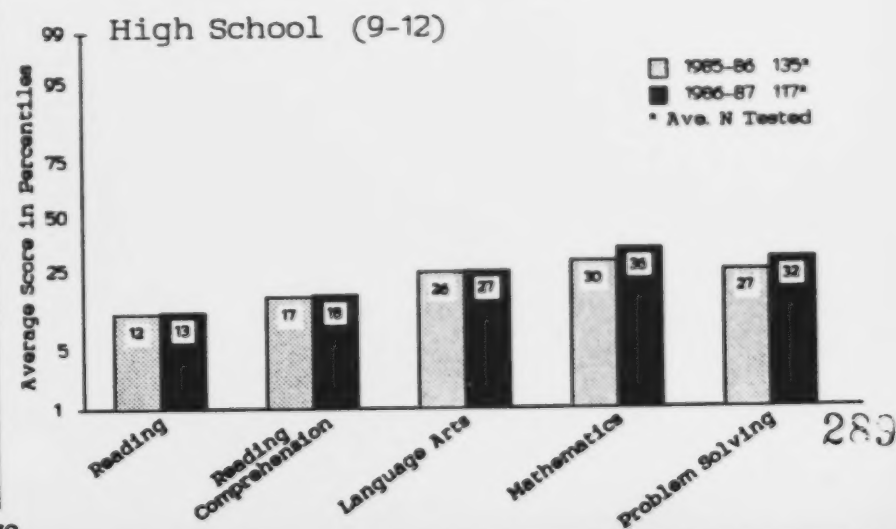
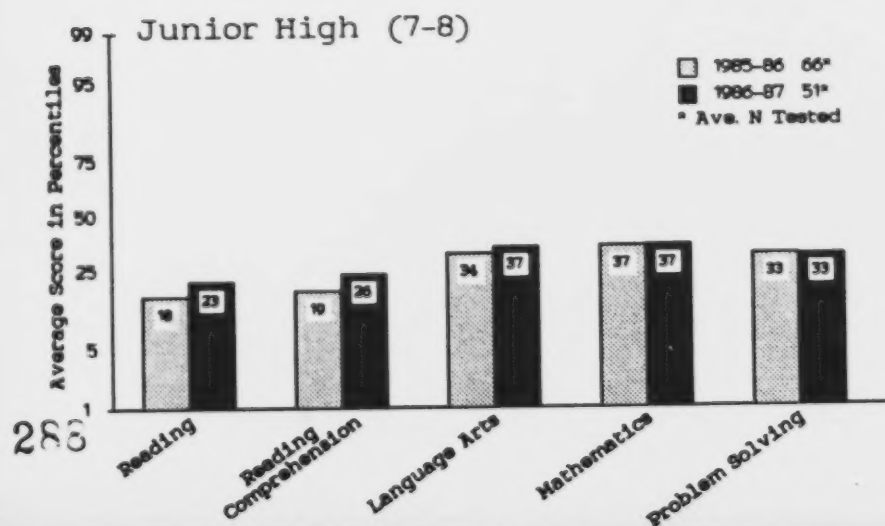
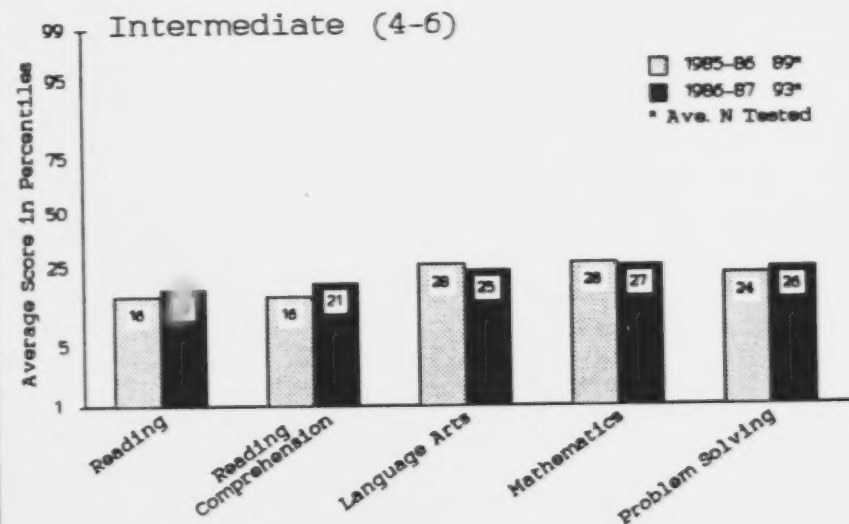
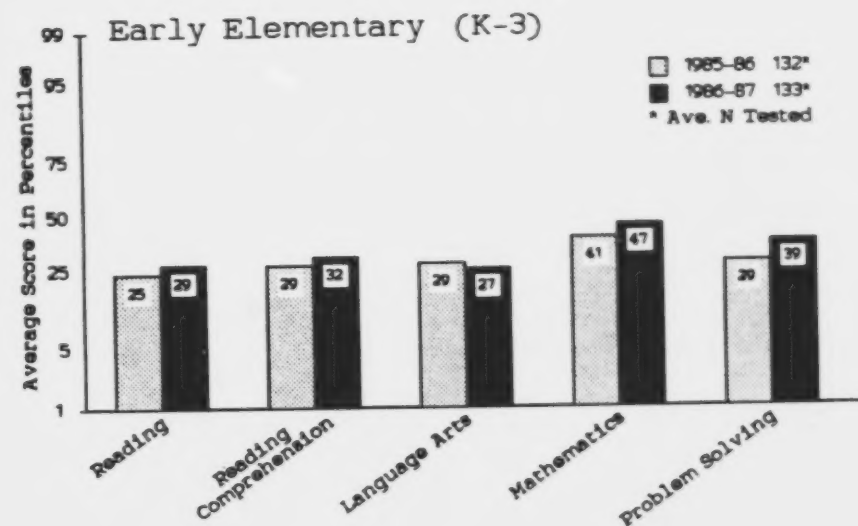
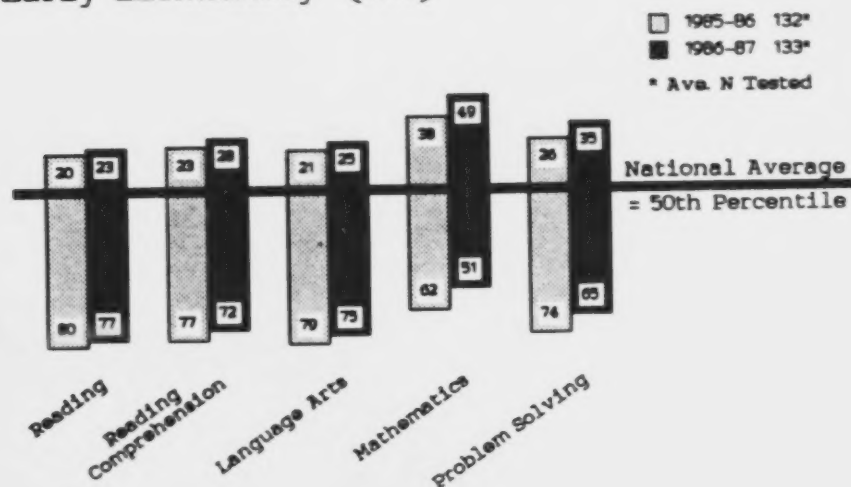
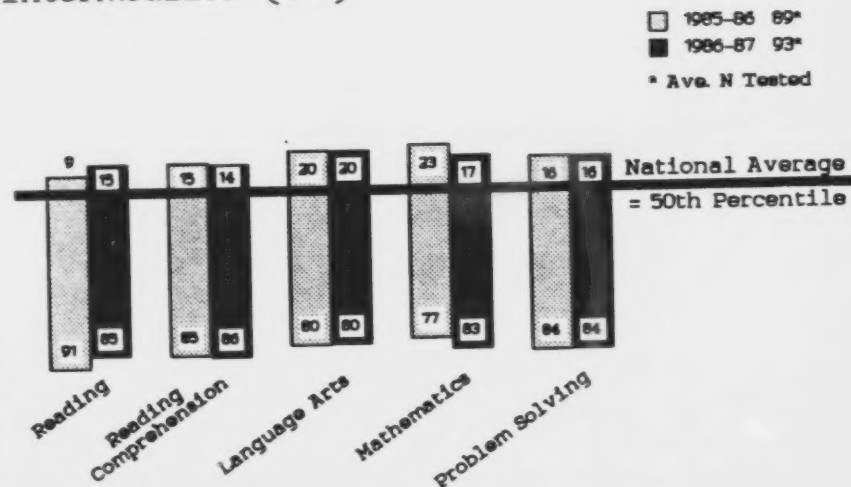


FIGURE TWO
SOUTHWEST REGION SCHOOL DISTRICT
PERCENTAGES OF STUDENTS SCORING ABOVE AND BELOW THE NATIONAL 50th PERCENTILE

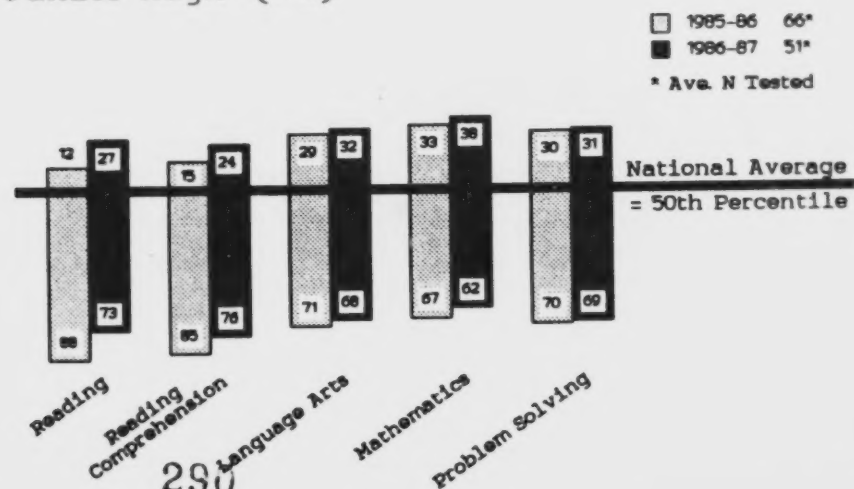
Early Elementary (K-3)



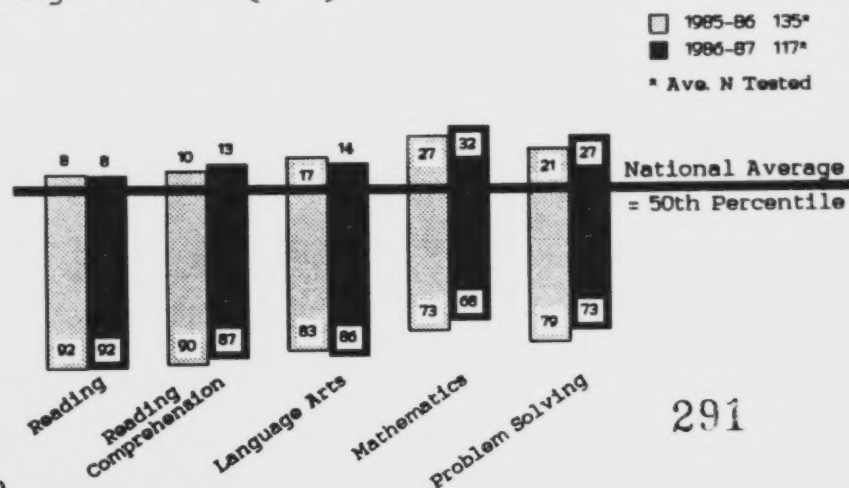
Intermediate (4-6)



Junior High (7-8)



High School (9-12)



TANANA SCHOOLS

THE STUDENTS

In 1987, Tanana's total enrollment was 76, up from 68 in 1986 and 70 in 1985. Over the three year period the percentage of new students entering the district was approximately 11%.

In 1987, 63% of Tanana's students qualified for free and reduced lunches. In 1986, 66% qualified and in 1985, 60% qualified.

Over the three year period, Tanana had the following percentages of its enrollment who were bilingual:

1987	61%
1986	24%
1985	14%

In 1987, 16% of Tanana's students qualified for special education programs. In 1986, 7% qualified.

THE CLASSROOM

There is 1 attendance area in Tanana, covering a geographic area of 15 square miles. In 1987, there were 10 teachers in the district, 9 of whom were White and 1 was Alaska Native. 3 of Tanana's teachers held advanced degrees.

9 of Tanana's teachers had been teaching for more than 4 years. The average teacher salary in 1987 was \$43,244.

GRADUATION REQUIREMENTS

The graduation requirements in Tanana are as follows (in credits):

Language Arts	4.0
Health	1.0
Mathematics	4.0
Physical Education	1.0
Science	3.0
Social Studies	4.0
Vocational Education	1.0
Electives	4.5
TOTAL	22.5

BASIC SKILLS ASSESSMENT

In 1987 and 1986 Tanana used the 1985 edition of the Iowa Test of Basic Skills/Tests of Achievement and Proficiency (ITBS/TAP), administering the test in May, 1987 and in April, 1986. In April, 1985, Tanana used the 1978 edition of the ITBS/TAP. No results are available from the 1985 testing.

The approximate percentage of students enrolled in the district for whom there were test results in 1987 and 1986 was 75% and 76% respectively.

Over the three year period, no groups of students were systematically excluded from testing and no unusual test administration procedures were used.

Tests were scored by the test publisher and the results routinely reported to parents, teachers, principals and the school board.

ASSESSMENT RESULTS

Figures 1 and 2 display the results of the basic skills testing in Reading Comprehension, Mathematics, Mathematics Problem Solving, and Language Arts. The ITBS/TAP does not test Reading as a separate subskill. As a result, no Reading scores are presented.

Figure 1 shows the trends in the average score from 1986 to 1985. The ITBS/TAP does not test Mathematics Problem Solving as a separate subskill in grades 9-12. As a result, Figure 1 does not include this information.

Figure 2 displays the percentage of students who scored above and below the 50th percentile for 1987 only as the information was not available for 1986. Like Figure 1, Figure 2 does not include 9-12 Mathematics Problem Solving.

Other data not available and accordingly not included in Figures 1 and 2 were: 1986 Language Arts and Mathematics for grades 2-8; 1986 Mathematics Problem Solving for grades K-2; 1987 Total Language for grades K-2 and 4; and 1987 Mathematics for grades 4 and 5.

FIGURE ONE
TANANA SCHOOL DISTRICT
TRENDS IN BASIC SKILLS: PERCENTILE OF AVERAGE SCORES

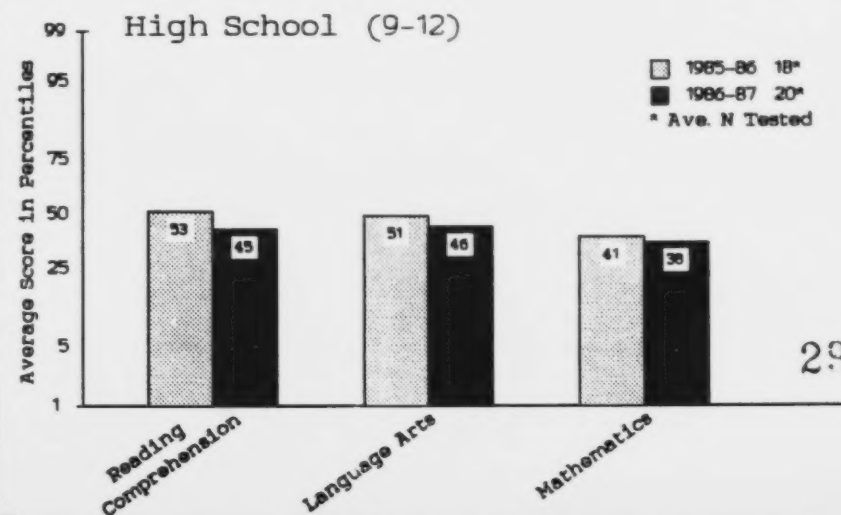
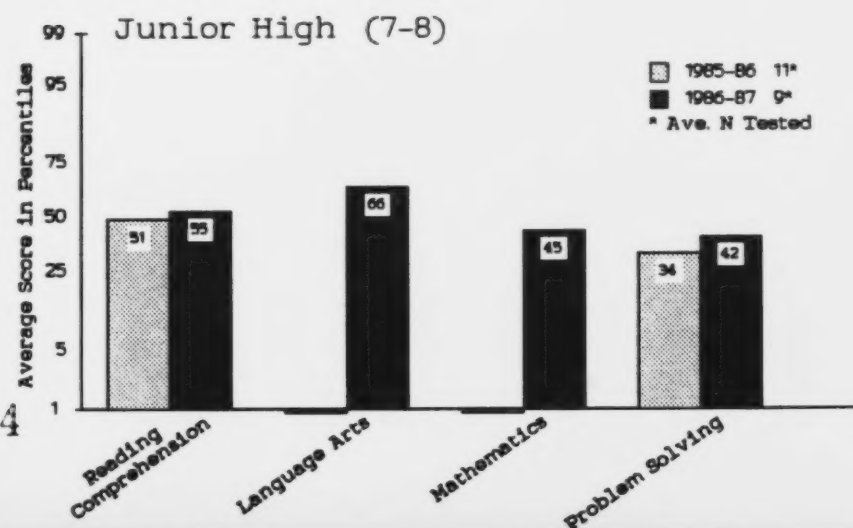
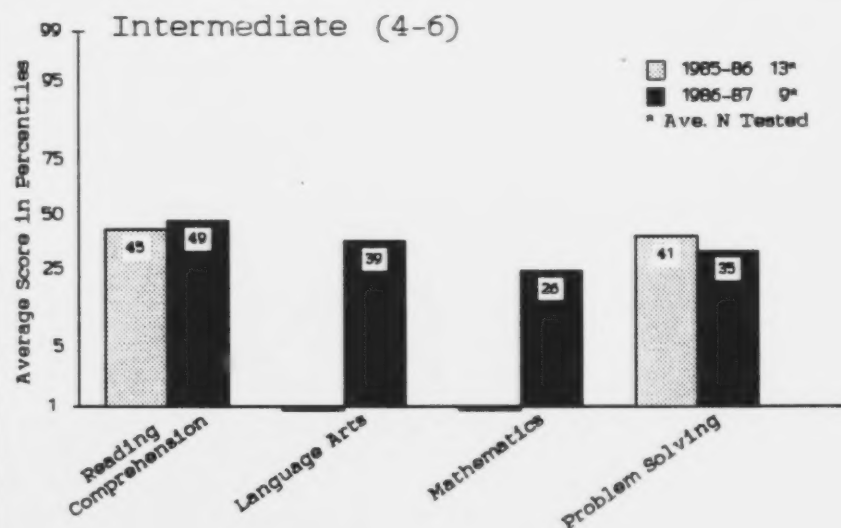
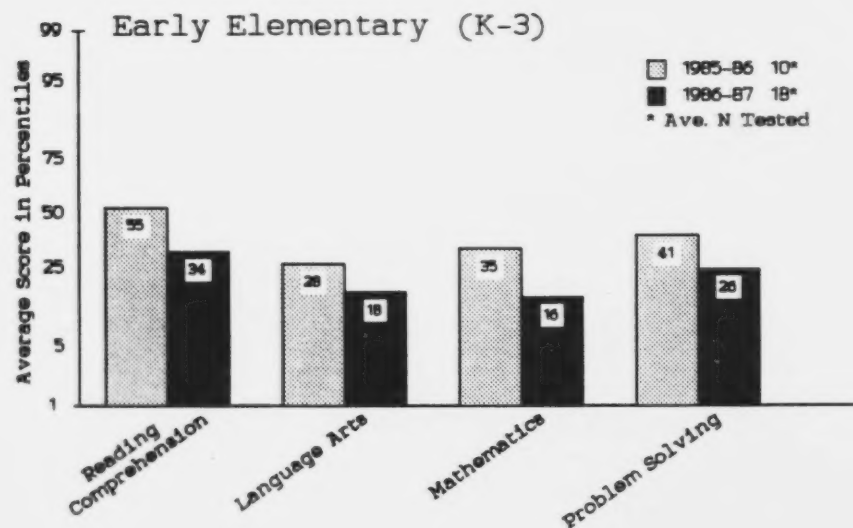
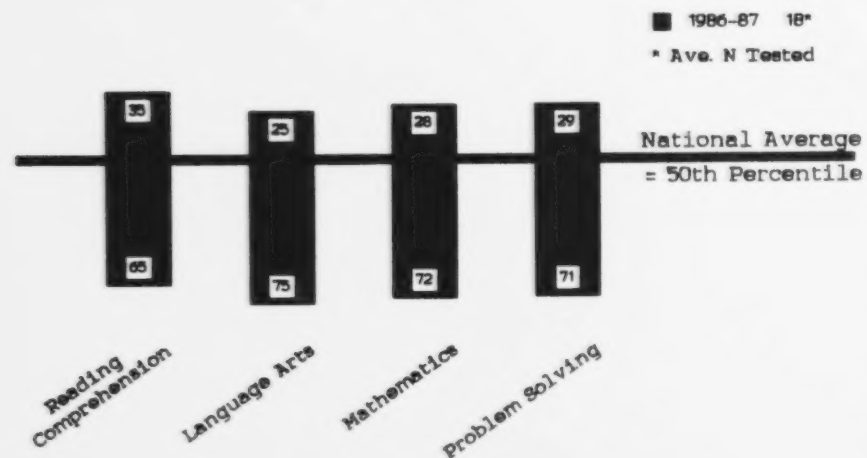
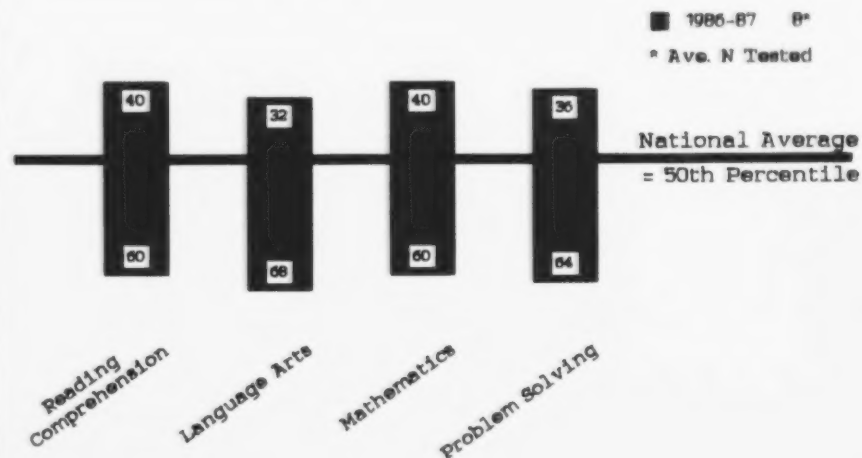


FIGURE TWO
TANANA SCHOOL DISTRICT
PERCENTAGES OF STUDENTS SCORING ABOVE AND BELOW THE NATIONAL 50th PERCENTILE

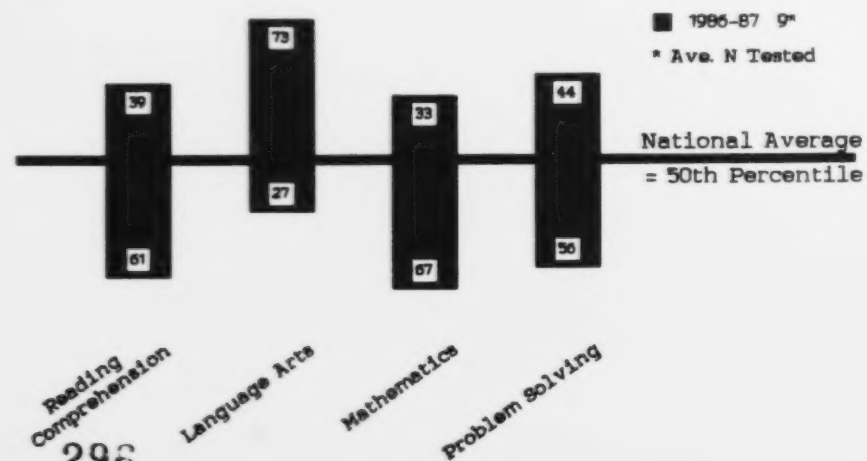
Early Elementary (K-3)



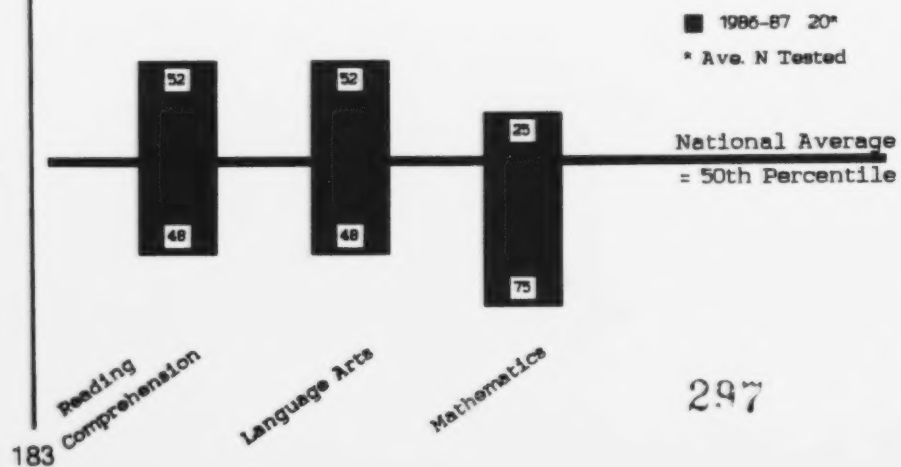
Intermediate (4-6)



Junior High (7-8)



High School (9-12)



UNALASKA CITY SCHOOLS

THE STUDENTS

In 1987, Unalaska's total enrollment was 154, up from 141 in 1986 and 128 in 1985. Over the three year period the percentage of new students entering the district was approximately 37%.

In 1987, Unalaska did not participate in the free and reduced lunch program. In 1986, 22% qualified and in 1985, 20% qualified.

Over the three year period, Unalaska had the following percentages of its enrollment who were bilingual:

1987	16%
1986	17%
1985	18%

In 1987, 10% of Unalaska's students qualified for special education programs. In 1986, 13% qualified.

THE CLASSROOM

There is 1 attendance area in Unalaska, covering a geographic area of 23 square miles. In 1987, there were 14 teachers in the district, 13 of whom were White and 1 was Asian or Pacific Islander. 2 of Unalaska's teachers held advanced degrees.

12 of Unalaska's teachers had been teaching for more than 4 years. The average teacher salary in 1987 was \$44,269.

GRADUATION REQUIREMENTS

The graduation requirements in Unalaska are as follows (in credits):

Language Arts	4.0
Health	0.5
Mathematics	2.0
Physical Education	1.5
Science	2.0
Social Studies	3.0
Electives	9.0
TOTAL	22.0

BASIC SKILLS ASSESSMENT

In 1987, 1986 and 1985 Unalaska used the 1982 edition of the Comprehensive Test of Basic Skills, administering the test in May of each year. Results from testing in 1985 were not available.

The approximate percentage of students enrolled in the district for whom there were test results in 1987 and 1986 was 84% and 87% respectively.

In 1987 and 1986, students in kindergarten were not tested. No unusual test administration procedures were used in 1987. Information on test administration procedures for previous years was not available.

Tests were scored by the test publisher and the results routinely reported to high school students, parents, teachers, and the school board.

ASSESSMENT RESULTS

Figures 1 and 2 display the results of the basic skills testing in Reading, Reading Comprehension, Mathematics, Mathematics Problem Solving, and Language Arts.

Figure 1 shows the trends in the average scores from 1986 to 1987.

Figure 2 displays the percentage of students scoring above and below the 50th percentile in 1986 only as this information was not available for 1987.

FIGURE ONE
UNALASKA CITY SCHOOL DISTRICT
TRENDS IN BASIC SKILLS: PERCENTILE OF AVERAGE SCORES

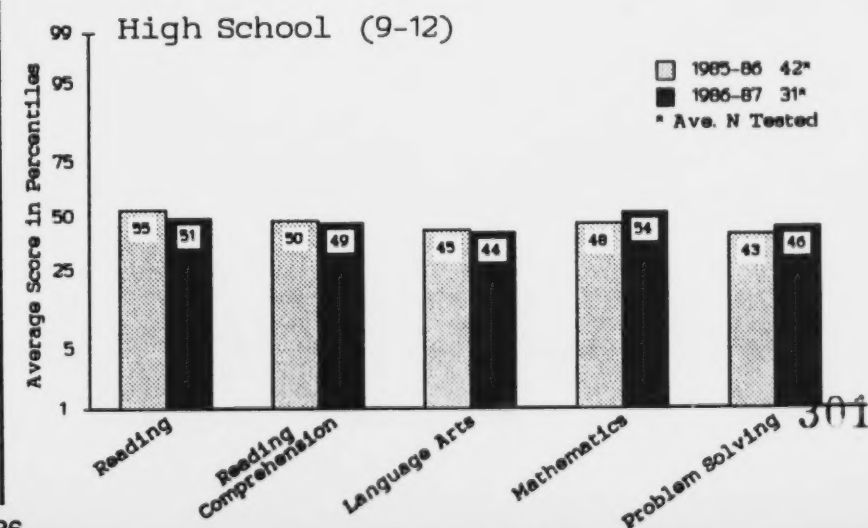
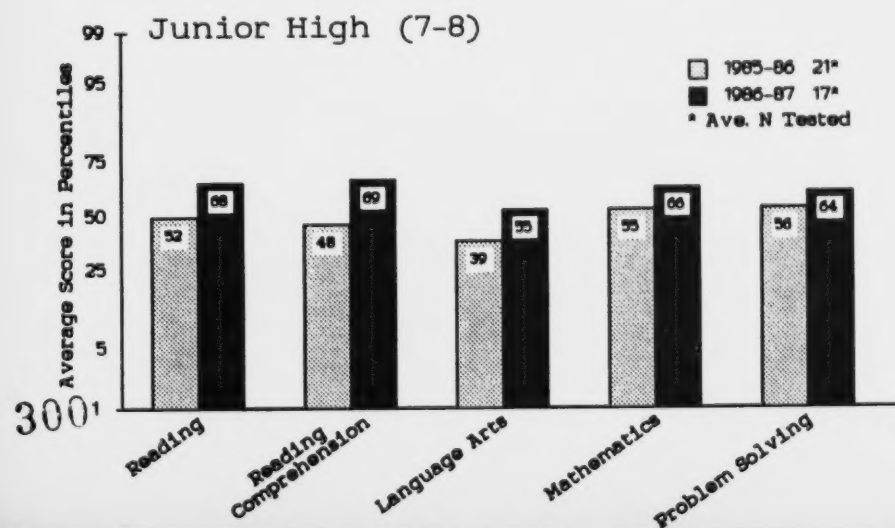
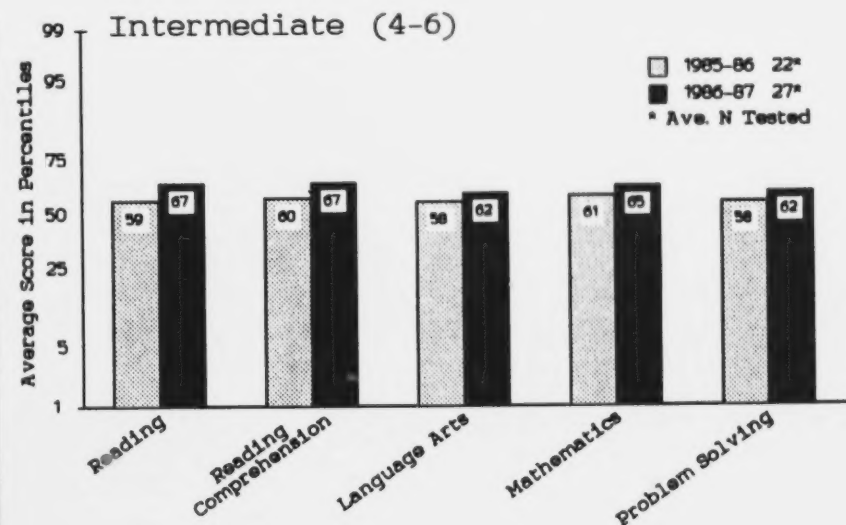
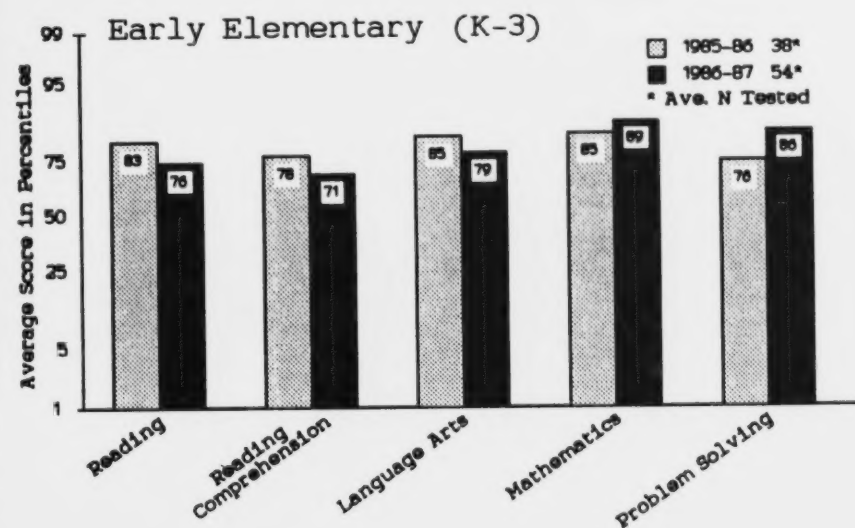
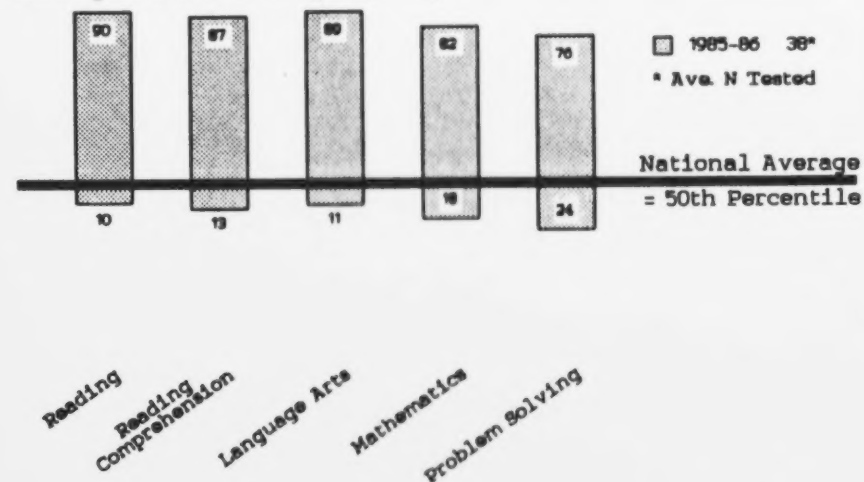
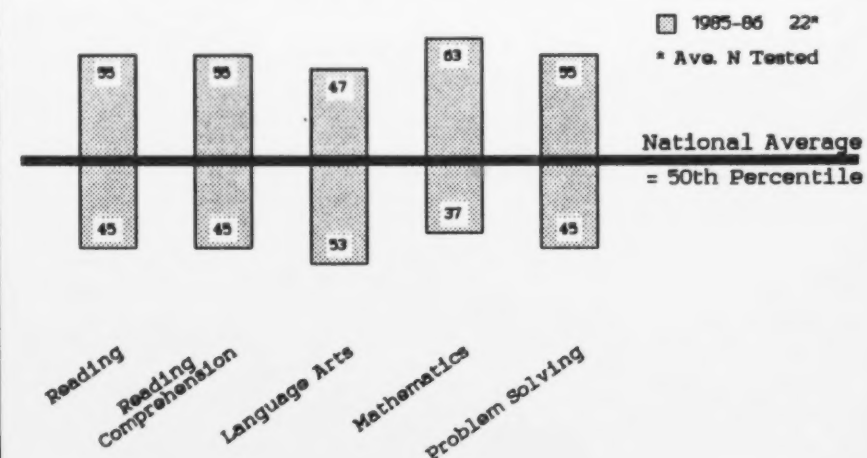


FIGURE TWO
UNALASKA CITY SCHOOL DISTRICT
PERCENTAGES OF STUDENTS SCORING ABOVE AND BELOW THE NATIONAL 50th PERCENTILE

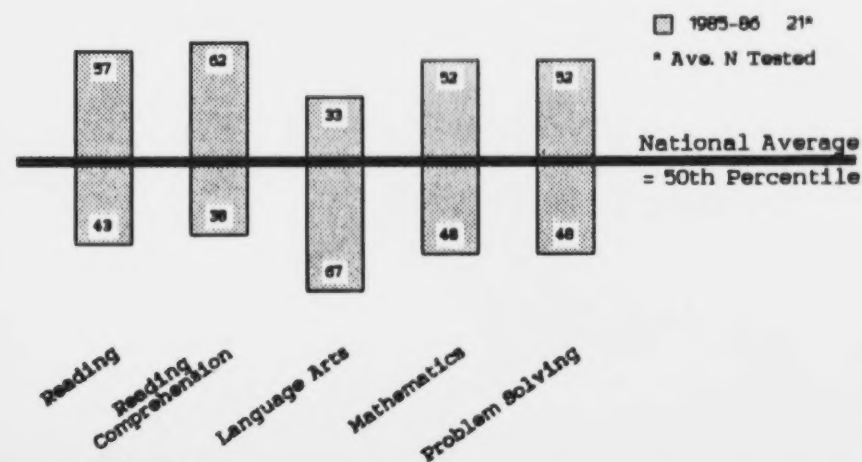
Early Elementary (K-3)



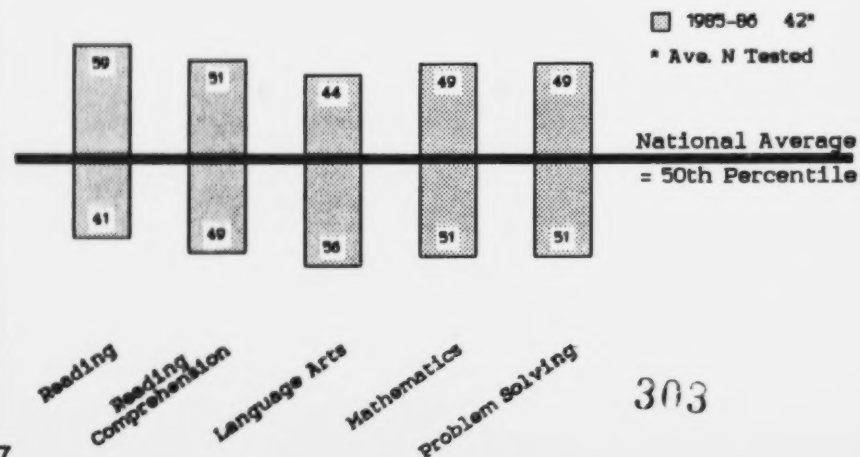
Intermediate (4-6)



Junior High (7-8)



High School (9-12)



VALDEZ CITY SCHOOLS

THE STUDENTS

In 1987, Valdez's total enrollment was 681, down from 755 in 1986 and 776 in 1985. Over the three year period the percentage of new students entering the district was approximately 11%.

In 1987, 22% of Valdez's students qualified for free and reduced lunches. In 1986, 17% qualified and in 1985, 18% qualified.

Over the three year period, Valdez had no bilingual students enrolled.

In 1987, 19% of Valdez's students qualified for special education programs. In 1986, 9% qualified.

THE CLASSROOM

There are 4 attendance areas in Valdez, covering a geographic area of 274 square miles. In 1987, there were 60 teachers in the district, 59 of whom were White and 1 was Black. 15 of Valdez's teachers held advanced degrees.

50 of Valdez's teachers had been teaching for more than 4 years. The average teacher salary in 1987 was \$43,898.

GRADUATION REQUIREMENTS

The graduation requirements in Valdez are as follows (in credits):

Language Arts	4.0
Health	0.5
Mathematics	2.0
Physical Education	1.5
Science	2.0
Social Studies	3.0
Electives	8.0
TOTAL	21.0

BASIC SKILLS ASSESSMENT

In 1987, 1986 and 1985 Valdez used the 1985 edition of the SRA Survey of Basic Skills, administering the test in April each year.

The approximate percentage of students enrolled in the district for whom there were test results in 1987, 1986 and 1985 was 88%, 78% and 82% respectively.

Over the three year period, students in kindergarten and low level special education students were not tested. No unusual test administration procedures were used in any of the three years.

Tests were scored by the test publisher and the results routinely reported to students, parents, teachers, principals, community, media and the school board.

ASSESSMENT RESULTS

Figures 1 and 2 display the results of the basic skills testing in Reading, Reading Comprehension, Mathematics, Mathematics Problem Solving, and Language Arts.

Figure 1 shows the trends in the average scores over the three year period.

Figure 2 displays the percentage of students who scored above and below the 50th percentile in each of the three years. K-2 results were not available in 1985. Figure 2 results in 1985 are based on grade 3 scores only.

FIGURE ONE
VALDEZ CITY SCHOOL DISTRICT
TRENDS IN BASIC SKILLS: PERCENTILE OF AVERAGE SCORES

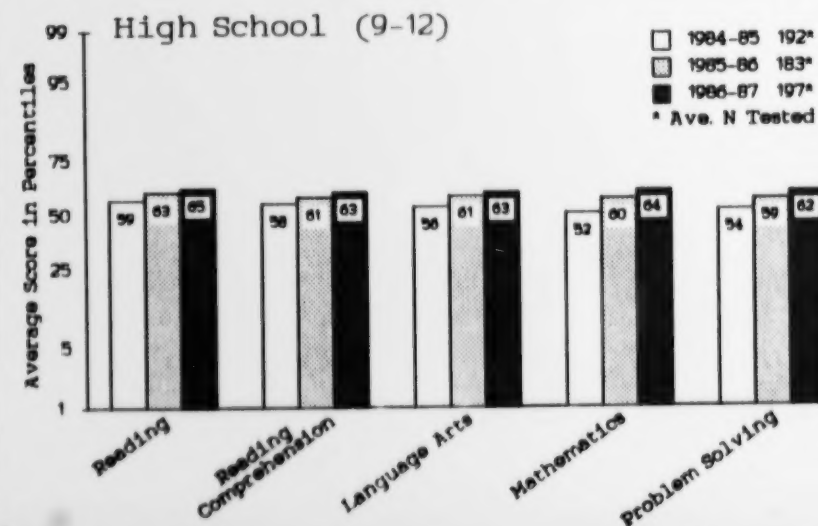
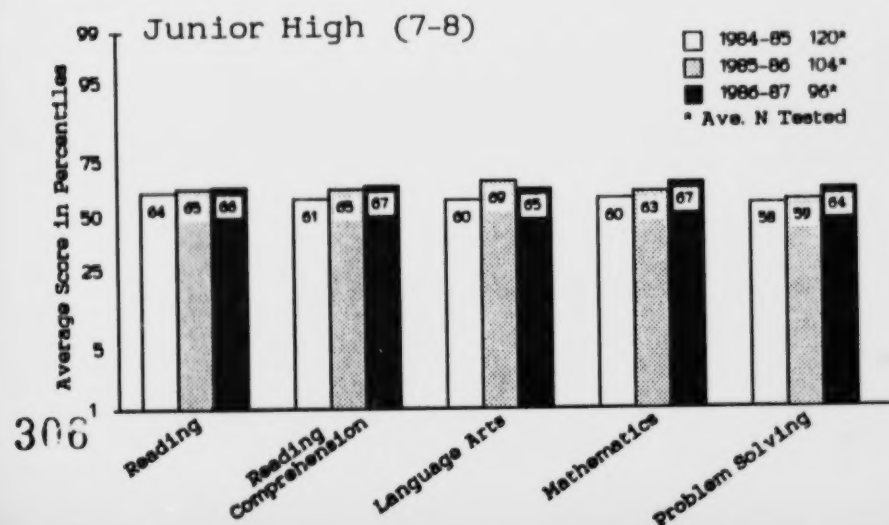
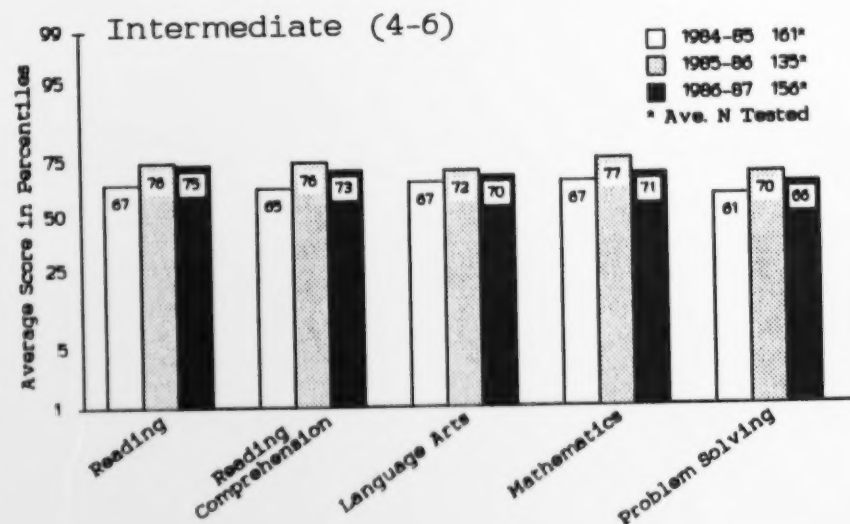
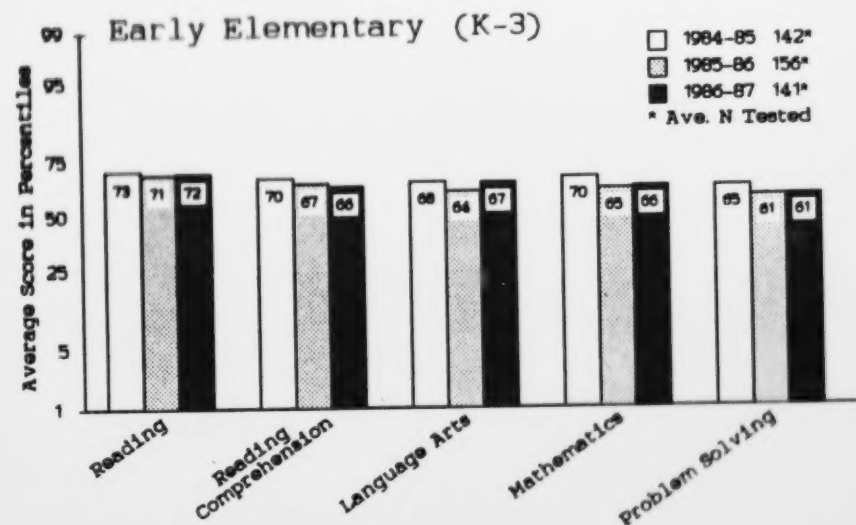
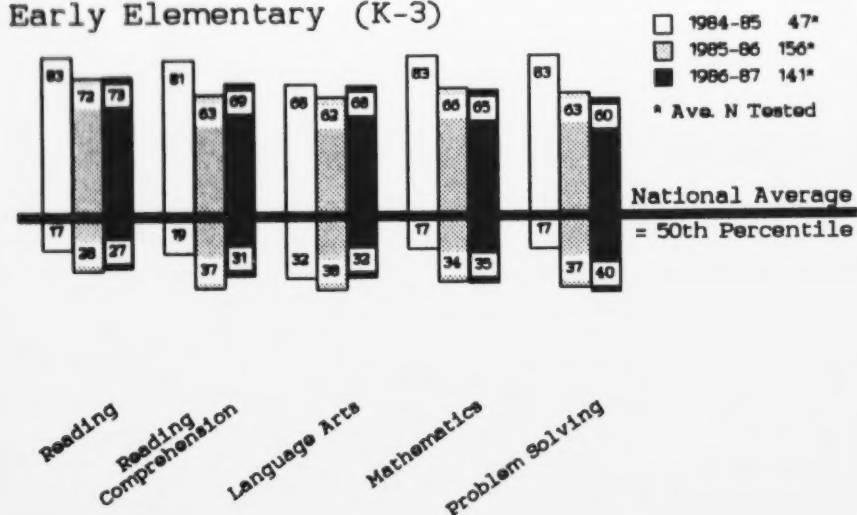
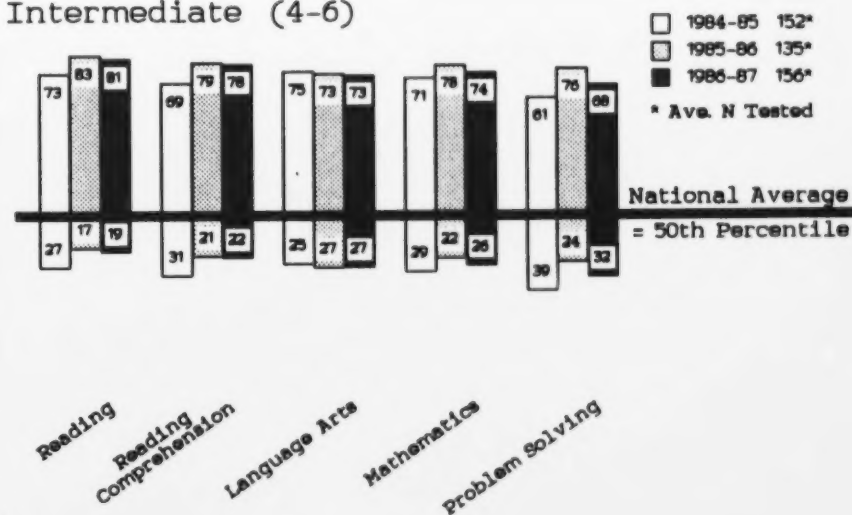


FIGURE TWO
VALDEZ CITY SCHOOL DISTRICT
PERCENTAGES OF STUDENTS SCORING ABOVE AND BELOW THE NATIONAL 50th PERCENTILE

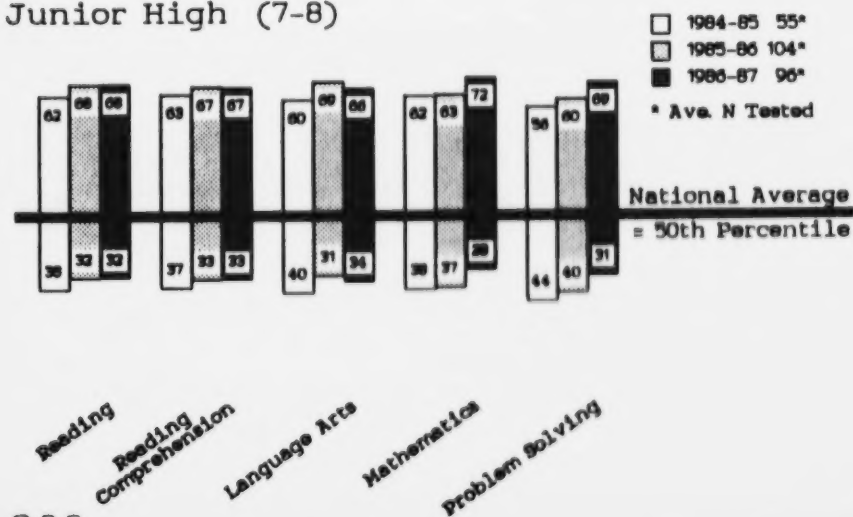
Early Elementary (K-3)



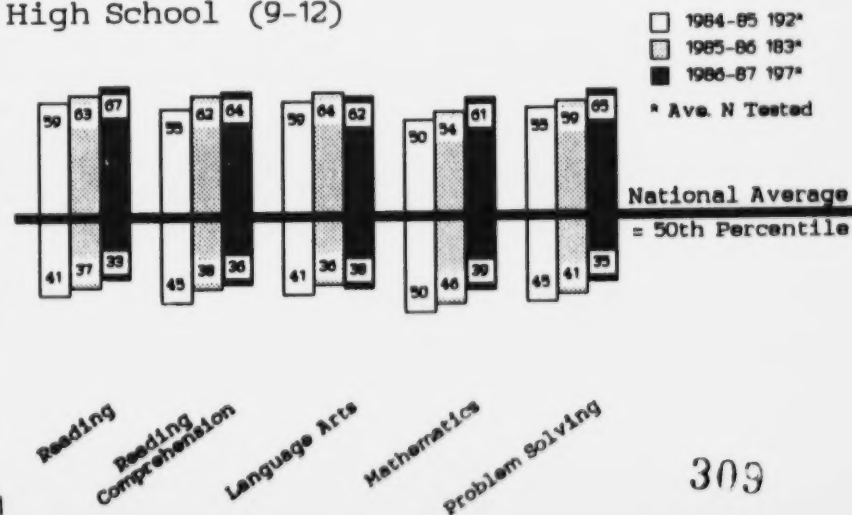
Intermediate (4-6)



Junior High (7-8)



High School (9-12)



THE STUDENTS

In 1987, Wrangell's total enrollment was 471, up from 470 in 1986 and 464 in 1985. Over the three year period the percentage of new students entering the district was approximately 15%.

In 1987, 1986, and 1985, Wrangell made milk available for sale from the federal government's free and reduced lunch program. Data showing how many students qualified were not available.

Over the three year period, Wrangell had no bilingual students enrolled.

In 1987, 19% of Wrangell's students qualified for special education programs. In 1986, 18% qualified.

THE CLASSROOM

There are 2 attendance areas in Wrangell, covering a geographic area of 44 square miles. In 1987, there were 34 teachers in the district, all of whom were White. 13 of Wrangell's teachers held advanced degrees.

33 of Wrangell's teachers had been teaching for more than 4 years. The average teacher salary in 1987 was \$35,628.

GRADUATION REQUIREMENTS

The graduation requirements in Wrangell are as follows (in credits):

Language Arts	4.0
Health	0.5
Mathematics	2.0
Physical Education	0.5
Science	2.0
Social Studies	3.0
Vocational Education	1.0
Fine Arts	1.0
Electives	8.0
TOTAL	22.0

BASIC SKILLS ASSESSMENT

In 1987, 1986 and 1985 Wrangell used the 1982 edition of the Stanford Achievement Test (SAT), administering the test in October, 1985 and 1986, and in December 1984.

The approximate percentage of students enrolled in the district for whom there were test results in 1987, 1986 and 1985 was 85%, 57% and 36% respectively.

Over the three year period, no groups of students were systematically excluded from testing and no unusual test administration procedures were used.

Tests were scored by the test publisher and the results routinely reported to students, parents, teachers, and principals.

All students in grades K-12 were eligible to be tested.

ASSESSMENT RESULTS

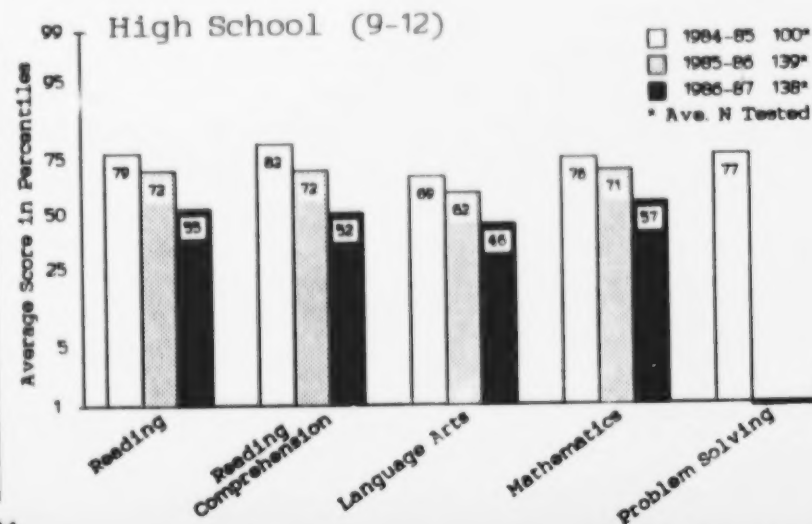
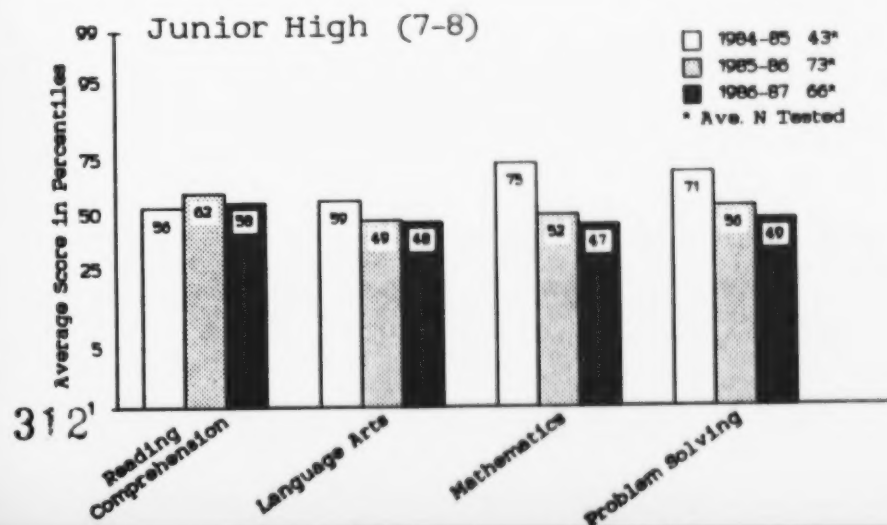
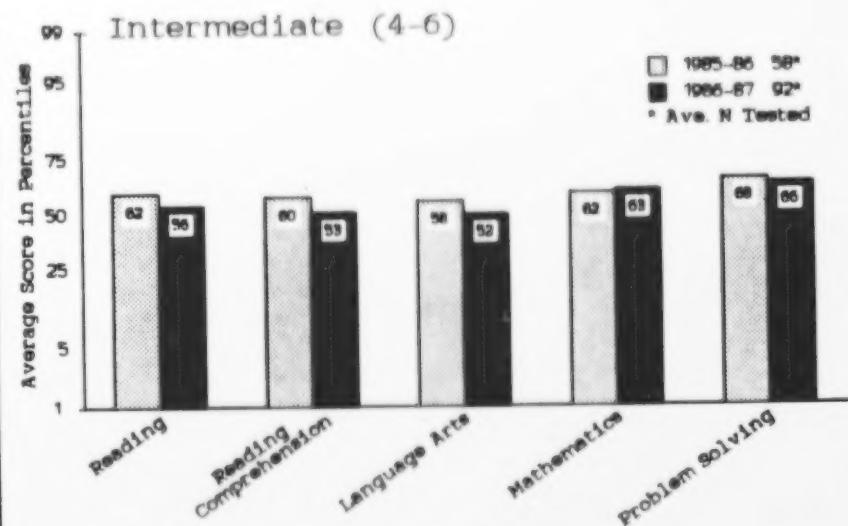
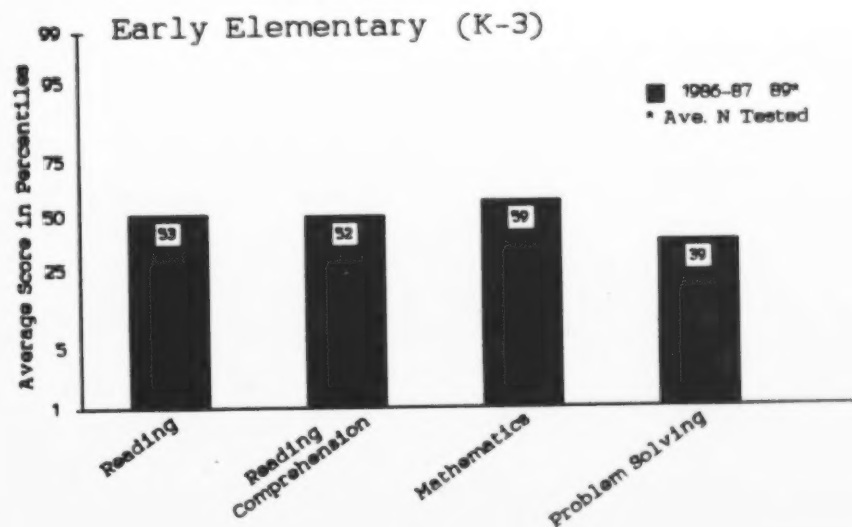
Figure 1 displays the results of the basic skills testing in Reading, Reading Comprehension, Mathematics, Mathematics Problem Solving, and Language Arts.

Figure 1 shows the trends in the average scores over the three year period.

No data were available showing the percentage of students scoring above and below the 50th percentile. As a result, Figure 2 is not included in this profile.

Data not available for inclusion in Figure 1 were: K-6 results for 1985; 10-12 Mathematics Problem Solving for 1985; 7-9 Reading for 1985; K-4 results for 1986; 9-12 Mathematics Problem Solving for 1986 and 1987; K-3 Language for 1987; and 7-8 Reading for 1987.

FIGURE ONE
WRANGELL CITY SCHOOL DISTRICT
TRENDS IN BASIC SKILLS: PERCENTILE OF AVERAGE SCORES



YAKUTAT CITY SCHOOLS

THE STUDENTS

In 1987, Yakutat's total enrollment was 144, down from 160 in 1986 and from 164 in 1985. Over the three year period the percentage of new students entering the district was approximately 5%.

In 1987, 28% of Yakutat's students qualified for free and reduced lunches. In 1986, 30% qualified and in 1985, 46% qualified.

Over the three year period, Yakutat had no bilingual students enrolled.

In 1987, 19% of Yakutat's students qualified for special education programs. In 1986, 18% qualified.

THE CLASSROOM

There is 1 attendance area in Yakutat, covering a geographic area of 8 square miles. In 1987, there were 19 teachers in the district, 18 of whom were White and 1 was Alaska Native. 10 of Yakutat's teachers held advanced degrees.

16 of Yakutat's teachers had been teaching for more than 4 years. The average teacher salary in 1987 was \$35,362.

GRADUATION REQUIREMENTS

The graduation requirements in Yakutat are as follows (in credits)::

Language Arts	4.0
Mathematics	2.0
Physical Education	1.0
Science	2.0
Social Studies	3.0
Electives	10.0
TOTAL	22.0

BASIC SKILLS ASSESSMENT

In 1985 and 1986 Yakutat used the 1965 edition of the SRA Achievement Series, administering the test in April each year. In April, 1987, Yakutat used the 1985 edition of the Metropolitan Achievement Test (MAT).

The approximate percentage of students enrolled in the district for whom there were test results in 1987, 1986 and 1985 was 67%, 91% and 95% respectively.

In 1987, special education students in grades K-6 were not tested. No unusual test administration procedures were used in any of the three years.

Tests were scored by the test publisher and the results routinely reported to parents, teachers, principals and the school board.

ASSESSMENT RESULTS

Figures 1 and 2 display the results of the basic skills testing in Reading Comprehension, Mathematics, Mathematics Problem Solving, and Language Arts.

Figure 1 shows average scores for 1987 only. Results from testing in 1986 and 1985 are not included as they are based on a different test. Data were not available for grades 9-12 and for Mathematics Problem Solving in grades 7-8, accordingly Figure 1 does not include this information.

Figure 2 displays the percentage of students who scored above and below the 50th percentile. Data were not available for Reading Comprehension in grades K-8, Mathematics Problem Solving in grades K-6, and all content areas in grades 9-12. Accordingly, Figure 2 does not include this information.

FIGURE ONE
YAKUTAT CITY SCHOOL DISTRICT
TRENDS IN BASIC SKILLS: PERCENTILE OF AVERAGE SCORES

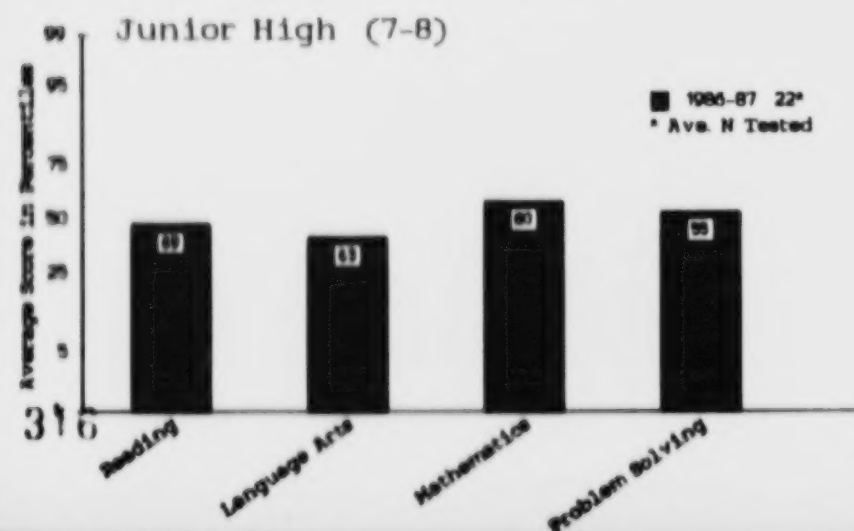
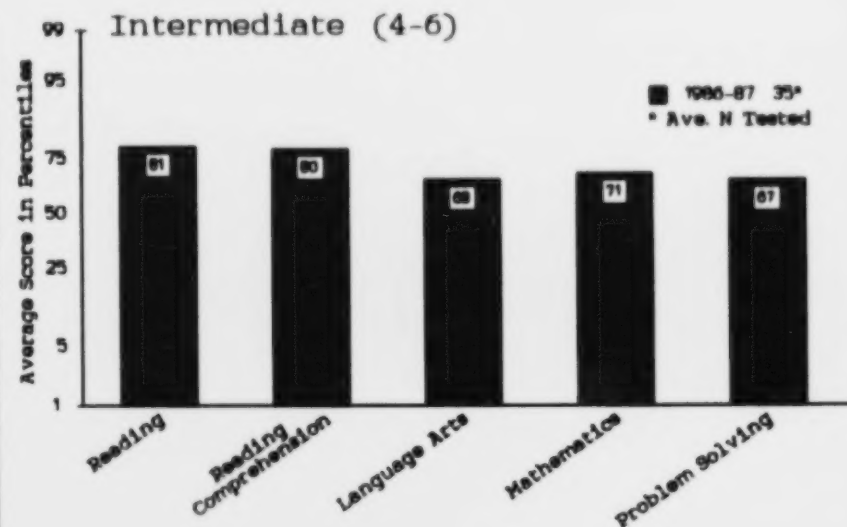
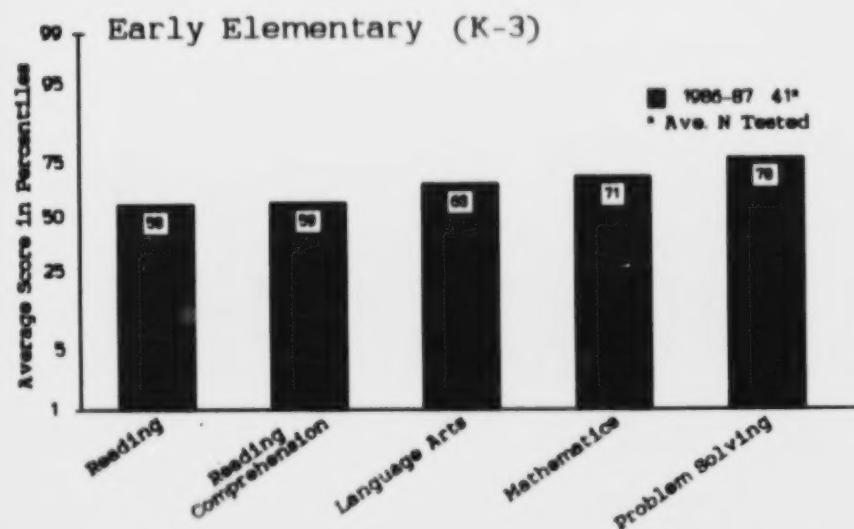
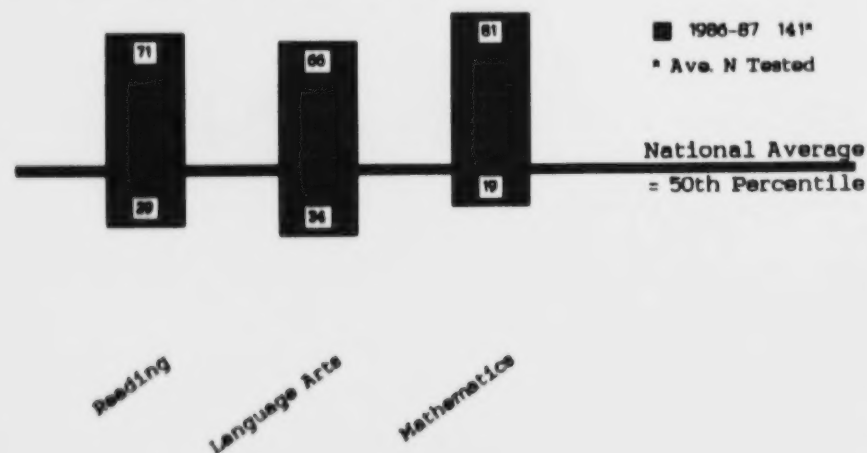
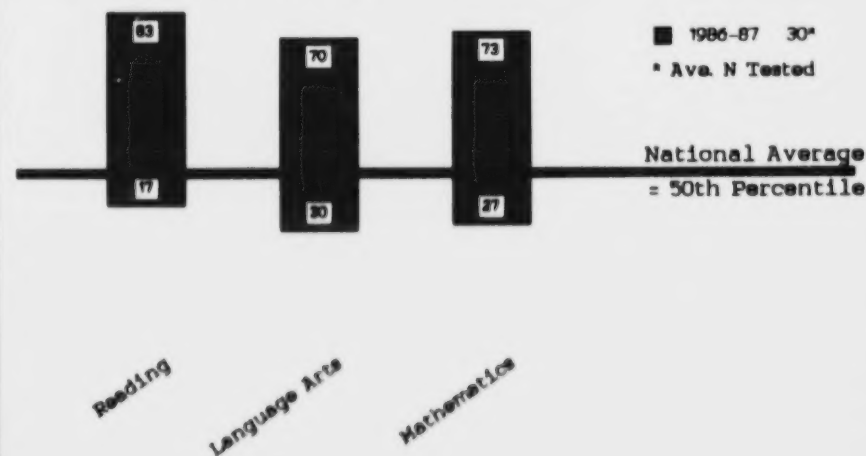


FIGURE TWO
YAKUTAT CITY SCHOOL DISTRICT
PERCENTAGES OF STUDENTS SCORING ABOVE AND BELOW THE NATIONAL 50th PERCENTILE¹

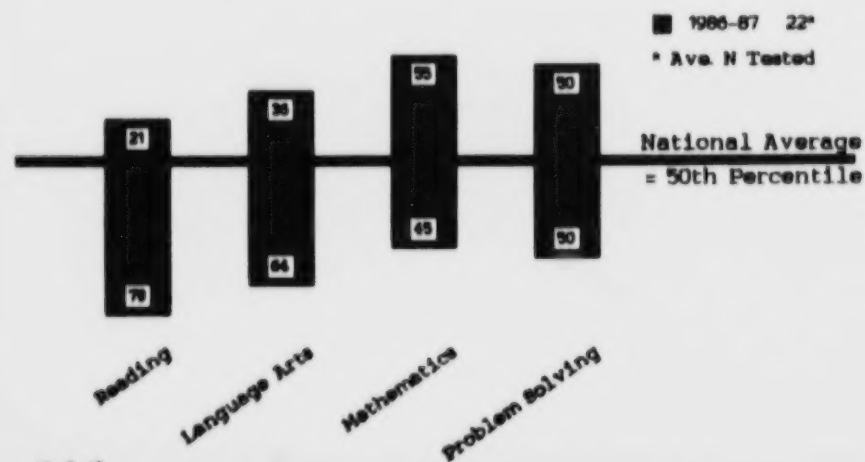
Early Elementary (K-3)



Intermediate (4-6)



Junior High (7-8)



YUKON FLATS SCHOOLS

THE STUDENTS

In 1987, Yukon Flats' total enrollment was 371, up from 356 in 1986, but down from 382 in 1985. Over the three year period there were no new students who entered the district.

In 1987, 11% of Yukon Flats' students qualified for free and reduced lunches. In 1986, 13% qualified and in 1985, 67% qualified.

Over the three year period, Yukon Flats had the following percentages of its enrollment who were bilingual:

1987	53%
1986	50%
1985	37%

In 1987, 13% of Yukon Flats' students qualified for special education programs. In 1986, 15% qualified.

THE CLASSROOM

There are 11 attendance areas in Yukon Flats, covering a geographic area of 59,865 square miles. In 1987, there were 38 teachers in the district, 34 of whom were White, 1 was Hispanic, 1 was Asian or Pacific Islander, and 2 were Alaska Native. 16 of Yukon Flats' teachers held advanced degrees.

30 of Yukon Flats' teachers had been teaching for more than 4 years. The average teacher salary in 1987 was \$47,265.

GRADUATION REQUIREMENTS

The graduation requirements in Yukon Flats are as follows (in credits):

Language Arts	4.0
Health	0.5
Mathematics	3.0
Physical Education	1.0
Science	2.5
Social Studies	3.0
Vocational Education	0.5
Fine Arts	1.0
Electives	5.5
TOTAL	21.0

BASIC SKILLS ASSESSMENT

In 1987, 1986 and 1985 Yukon Flats used the 1977 edition of the California Achievement Test (CAT), administering the test in March each year.

The approximate percentage of students enrolled in the district for whom there were test results in 1987, 1986 and 1985 was 88%, 87% and 76% respectively.

Over the three year period, no groups of students were systematically excluded from testing and no unusual test administration procedures were used.

Tests were scored by the test publisher and the results routinely reported to parents, teachers, principals and the school board.

All students in grades K-12 were eligible to be tested.

ASSESSMENT RESULTS

Figures 1 and 2 display the results of the basic skills testing in Reading, Reading Comprehension, Mathematics, Mathematics Problem Solving, and Language Arts.

Figure 1 shows the trends in the average scores over the three year period.

Figure 2 displays the percentage of students who scored above and below the 50th percentile in each of the three years.

FIGURE ONE
YUKON FLATS SCHOOL DISTRICT
TRENDS IN BASIC SKILLS: PERCENTILE OF AVERAGE SCORES

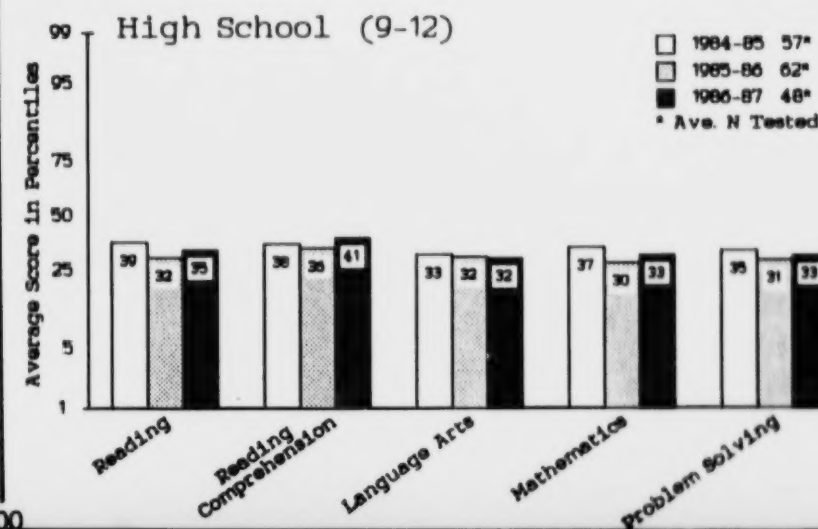
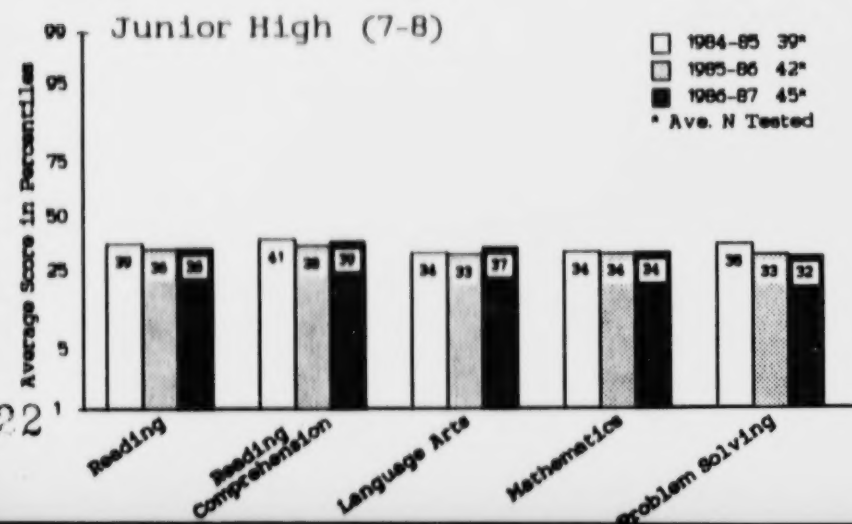
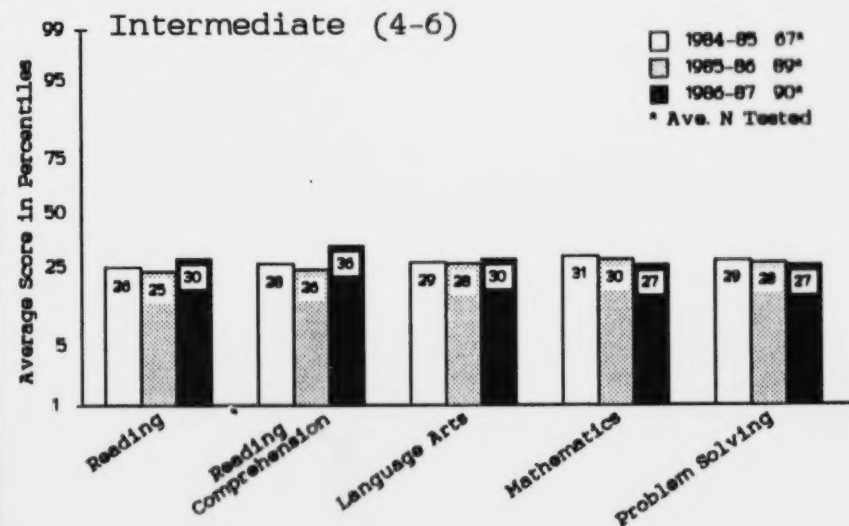
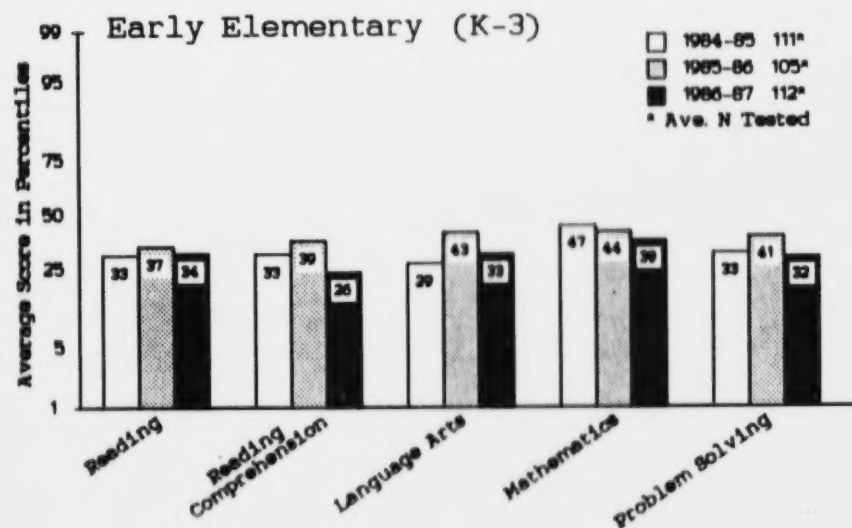
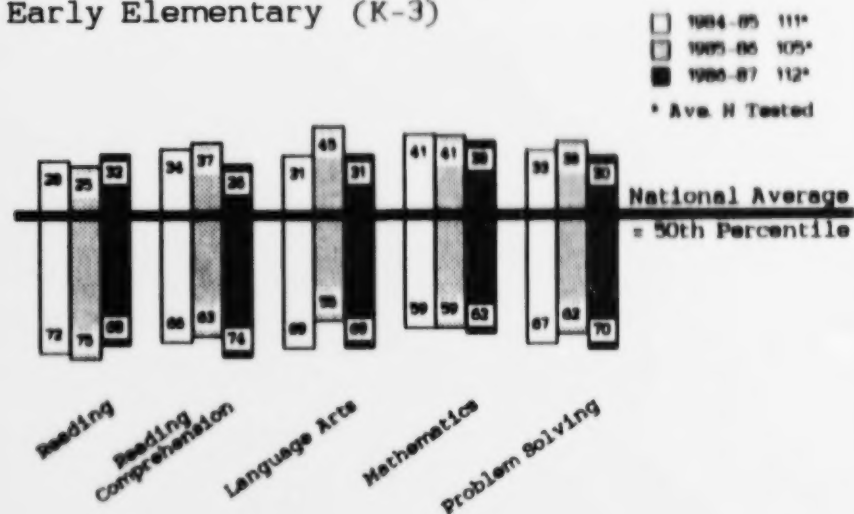
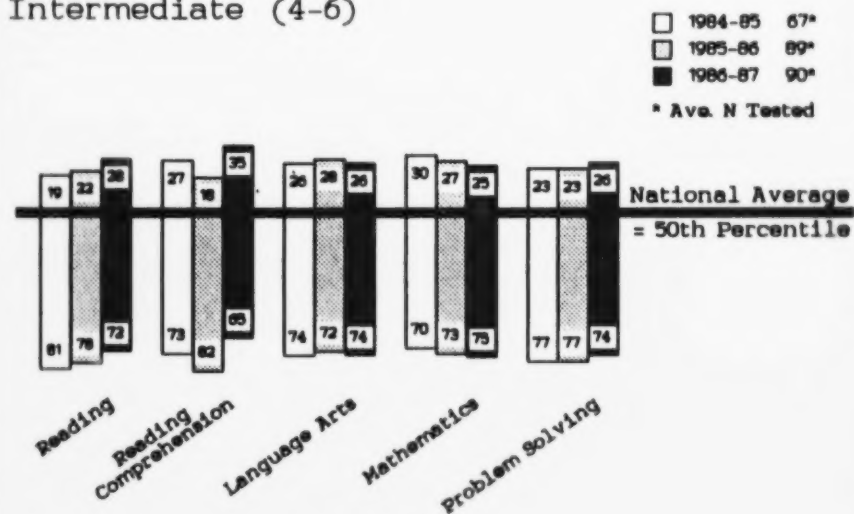


FIGURE TWO
YUKON FLATS SCHOOL DISTRICT
PERCENTAGES OF STUDENTS SCORING ABOVE AND BELOW THE NATIONAL 50th PERCENTILE

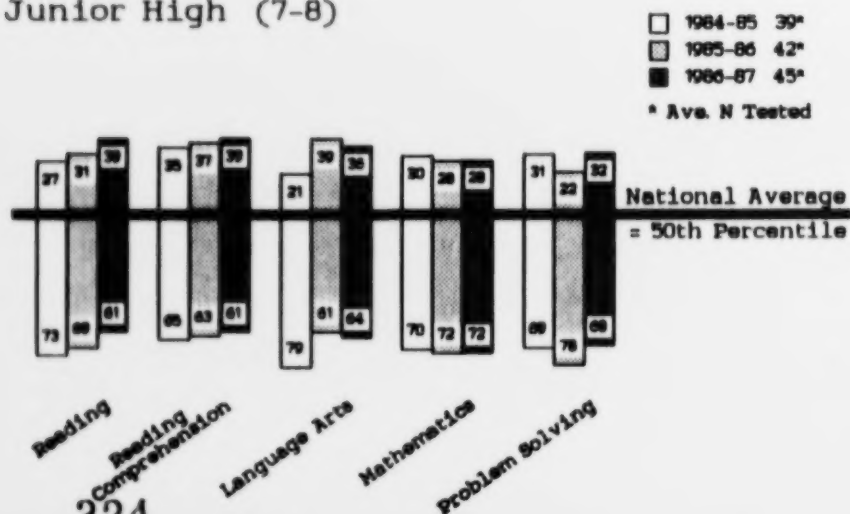
Early Elementary (K-3)



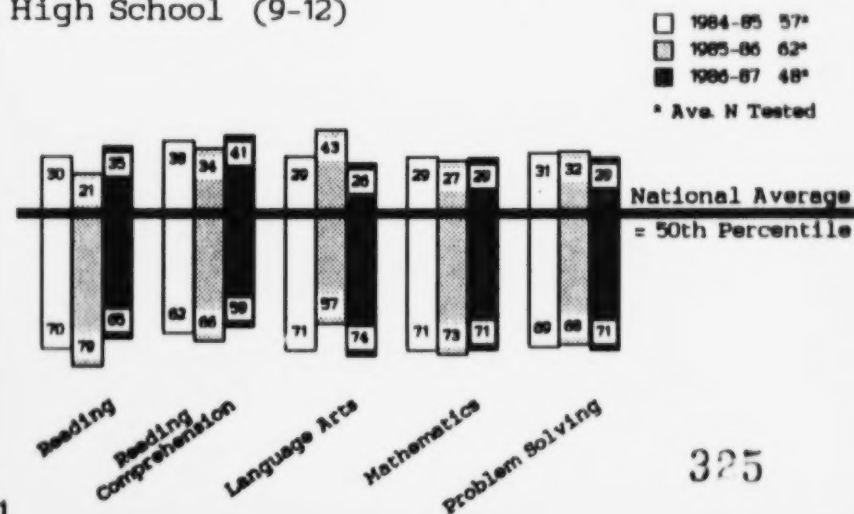
Intermediate (4-6)



Junior High (7-8)



High School (9-12)



YUKON KOYUKUK SCHOOLS

THE STUDENTS

In 1987, Yukon Koyukuk's total enrollment was 620, up from 578 in 1986 and 569 in 1985. Over the three year period the percentage of new students entering the district was approximately 11%.

In 1987, 1986, and 1985, Yukon Koyukuk did not participate in the federal government's free and reduced lunch program.

Over the three year period, Yukon Koyukuk had the following percentages of its enrollment who were bilingual:

1987	31%
1986	29%
1985	27%

In 1987, 14% of Yukon Koyukuk's students qualified for special education programs. In 1986, 12% qualified.

THE CLASSROOM

There are 10 attendance areas in Yukon Koyukuk, covering a geographic area of 64,626 square miles. In 1987, there were 56 teachers in the district, 45 of whom were White and 11 were Alaska Native. 13 of Yukon Koyukuk's teachers held advanced degrees.

41 of Yukon Koyukuk's teachers had been teaching for more than 4 years. The average teacher salary in 1987 was \$43,628.

GRADUATION REQUIREMENTS

The graduation requirements in Yukon Koyukuk are as follows (in credits):

Language Arts	4.0
Health	1.0
Mathematics	3.0
Physical Education	1.0
Science	3.0
Social Studies	3.0
Vocational Education	1.0
Electives	5.0
TOTAL	21.0

BASIC SKILLS ASSESSMENT

In 1985, Yukon Koyukuk used the 1978 edition of the Iowa Test of Basic Skills/Tests of Achievement and Proficiency (ITBS/TAP), administering the test in April each year. In April, 1987 and 1986, Yukon Koyukuk used the 1985 edition of the ITBS/TAP. Test results for student averages were not available for 1985, only school norms were available.

The approximate percentage of students enrolled in the district for whom there were test results in 1987 and 1986 was 71% and 74% respectively.

Over the three year period, no groups of students were systematically excluded from testing and no unusual test administration procedures were used.

Tests were scored by the test publisher and the results routinely reported to students, parents, teachers, principals, community, media and the school board.

All students in grades K-12 were eligible to be tested.

ASSESSMENT RESULTS

Figures 1 and 2 display the results of the basic skills testing in Reading Comprehension, Mathematics, Mathematics Problem Solving, and Language Arts. The ITBS/TAP does not test Reading as a separate subskill. As a result, no Reading scores are presented.

Figure 1 shows the trends in the average scores from 1986 to 1987. The ITBS/TAP does not test Mathematics Problem Solving as a separate subskill in grades 9-12. As a result, Figure 1 does not include this information.

Figure 2 displays the percentage of students who scored above and below the 50th percentile in 1986 and 1987. Like Figure 1, Figure 2 does not include Mathematics Problem Solving in grades 9-12.

FIGURE ONE
YUKON/KOYUKUK SCHOOL DISTRICT
TRENDS IN BASIC SKILLS: PERCENTILE OF AVERAGE SCORES

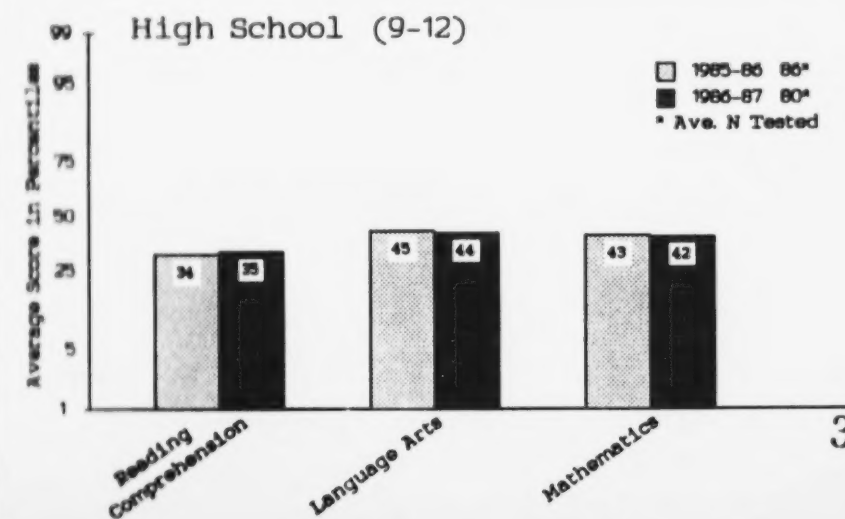
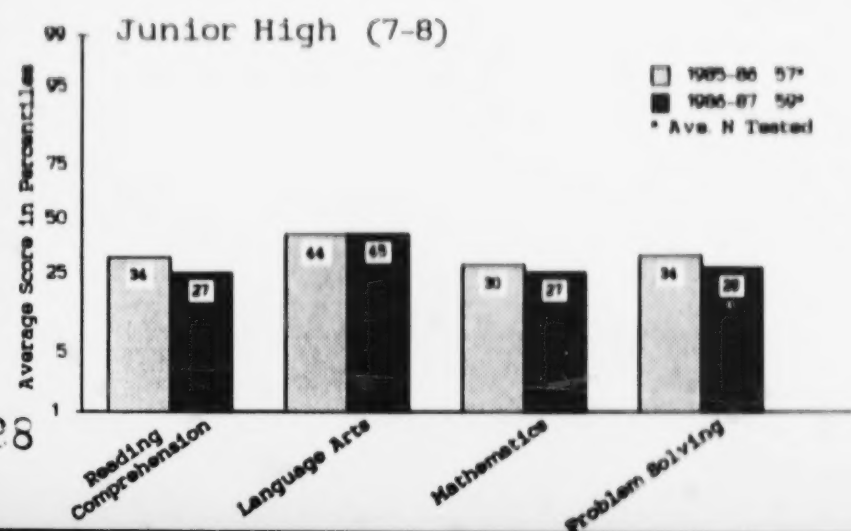
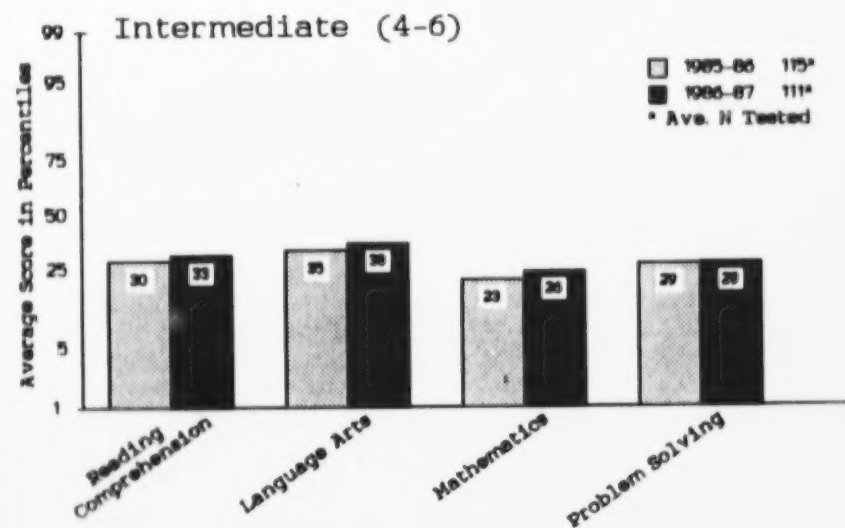
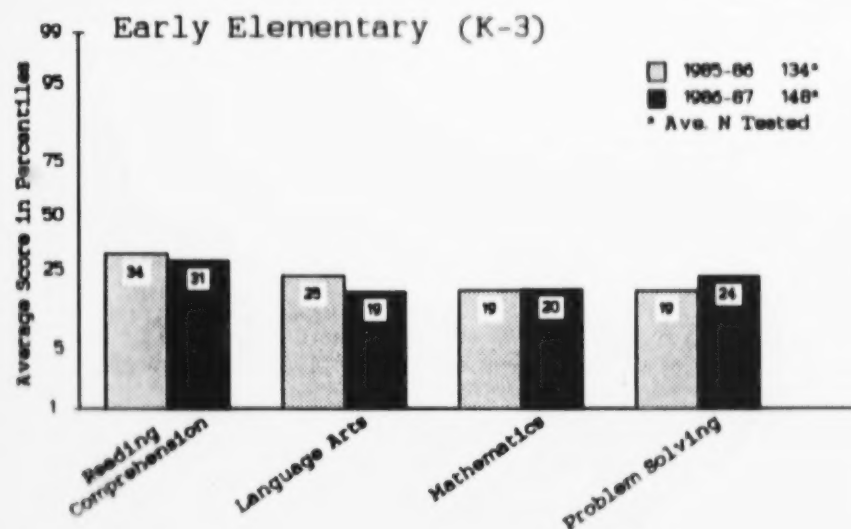
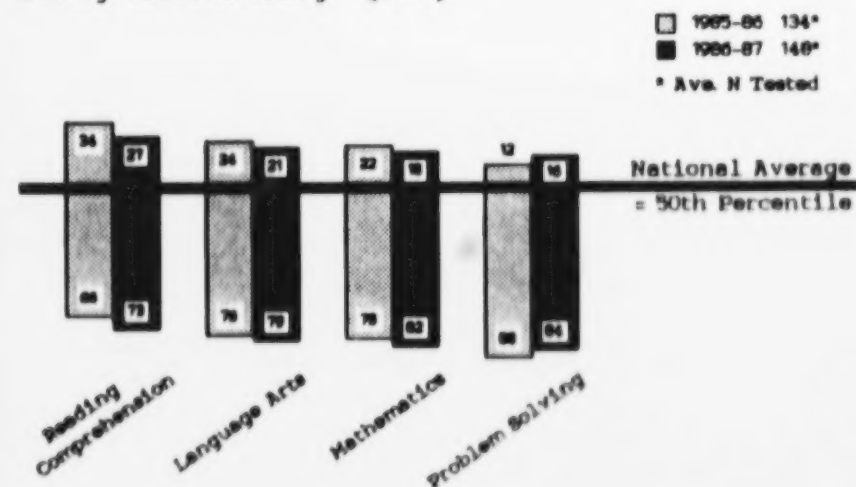
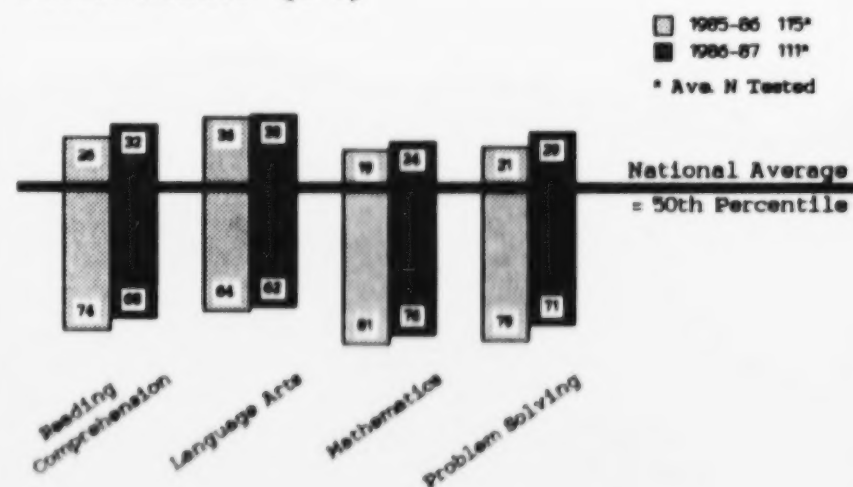


FIGURE TWO
YUKON/KOYUKUK SCHOOL DISTRICT
PERCENTAGES OF STUDENTS SCORING ABOVE AND BELOW THE NATIONAL 50th PERCENTILE

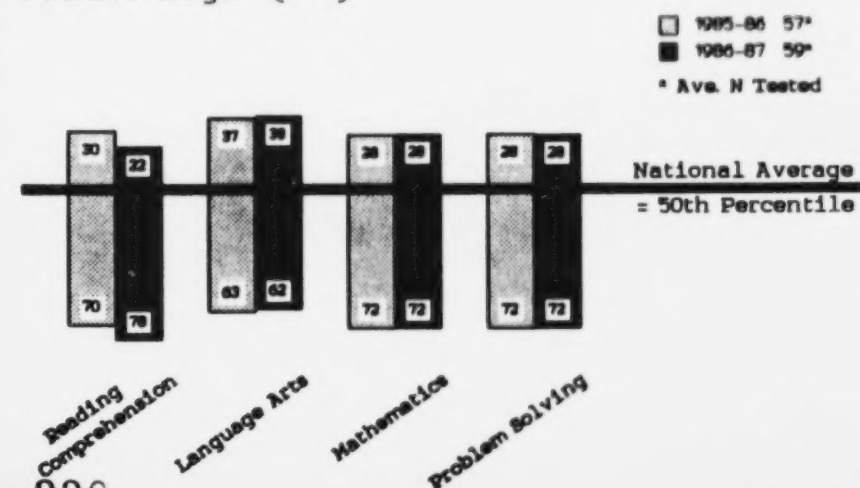
Early Elementary (K-3)



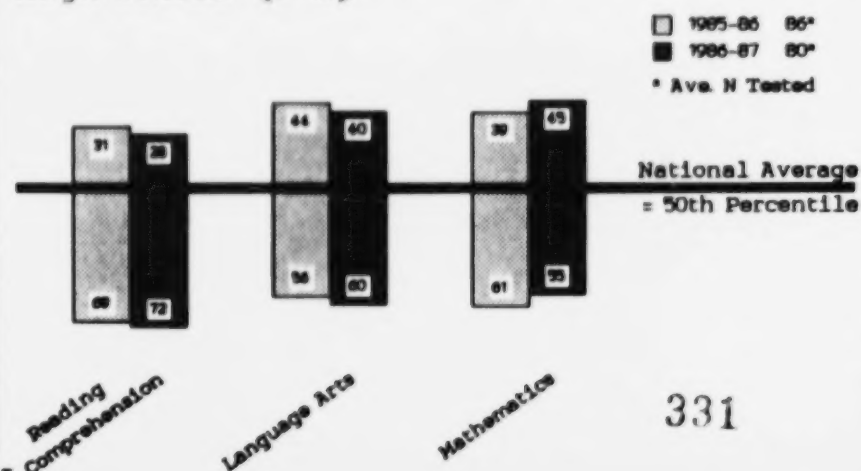
Intermediate (4-6)



Junior High (7-8)



High School (9-12)



THE STUDENTS

In 1987, Yupiit's total enrollment was 289, up from 266 in 1986. Over the two year period the percentage of new students entering the district was approximately 2%.

In 1987, 90% of Yupiit's students qualified for free and reduced lunches. In 1986, 68% qualified.

Over the two year period, Yupiit had the following percentages of its enrollment who were bilingual:

1987	97%
1986	95%

In 1987, 15% of Yupiit's students qualified for special education programs. In 1986, 15% qualified.

THE CLASSROOM

Yupiit was not a separate school district prior to 1986. There are 3 attendance areas in Yupiit, covering a geographic area of 19 square miles. In 1987, there were 25 teachers in the district, 24 of whom were White and 1 was Alaska Native. 9 of Yupiit's teachers held advanced degrees.

13 of Yupiit's teachers had been teaching for more than 4 years. The average teacher salary in 1987 was \$37,337.

GRADUATION REQUIREMENTS

The graduation requirements in Yupiit are as follows (in credits):

Language Arts	4.0
Health	0.5
Mathematics	2.0
Physical Education	1.0
Science	2.0
Social Studies	2.0
Electives	13.0
TOTAL	24.5

BASIC SKILLS ASSESSMENT

In 1987 and 1986 Yupiit used the 1982 edition of the Comprehensive Test of Basic Skills, administering the test in April each year.

The approximate percentage of students enrolled in the district for whom there were test results in 1987 and 1986 was 98% and 92% respectively.

Over the two year period, no groups of students were systematically excluded from testing and no unusual test administration procedures were used.

Tests were scored by the test publisher and the results routinely reported to parents, teachers, principals and the school board.

All students in grades K-12 were eligible to be tested.

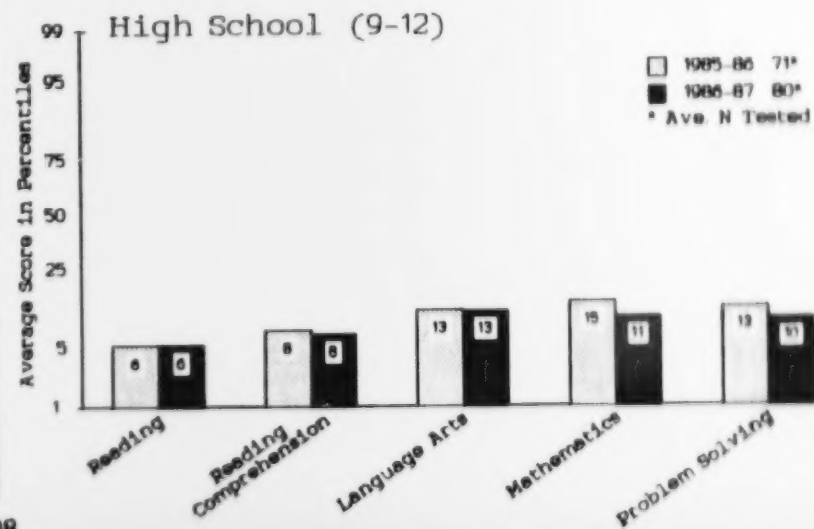
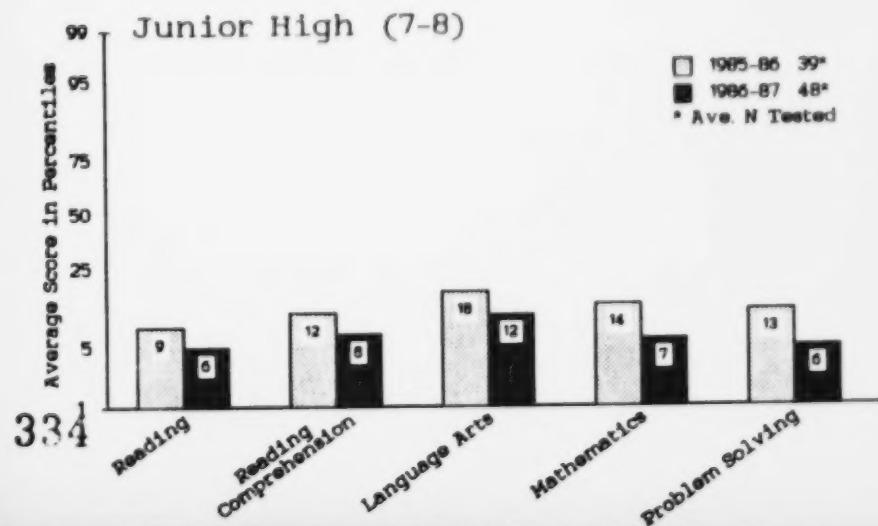
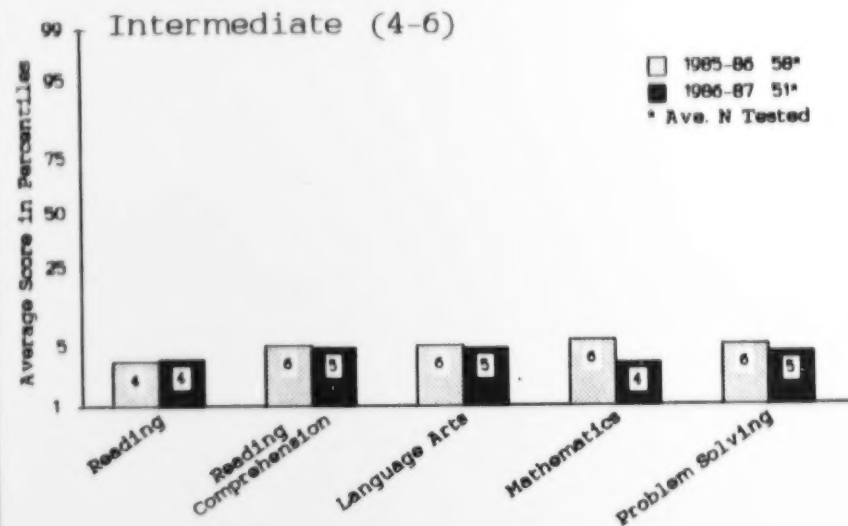
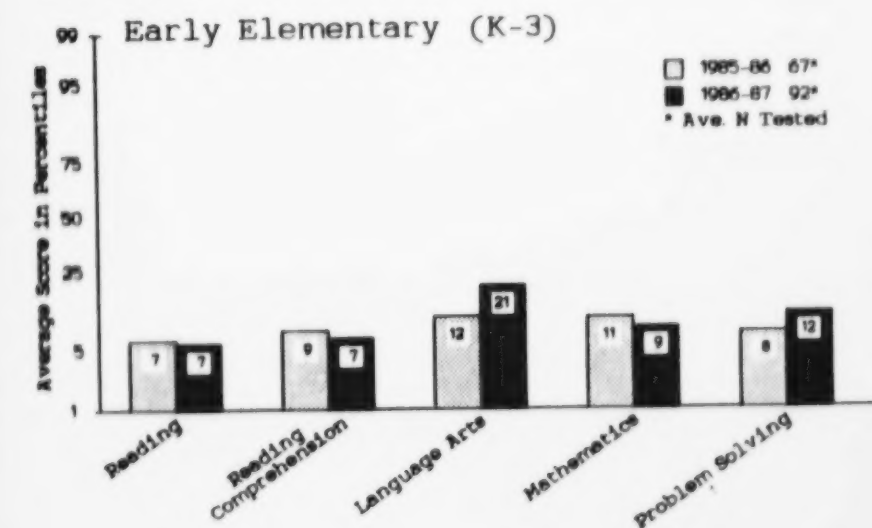
ASSESSMENT RESULTS

Figure 1 displays the results of the basic skills testing in Reading, Reading Comprehension, Mathematics, Mathematics Problem Solving, and Language Arts.

Figure 1 shows the trends in the average scores from 1986 to 1987.

No data were available showing the percentage of students scoring above and below the 50th percentile. As a result, Figure 2 is not included in this profile.

FIGURE ONE
YUPIIT SCHOOL DISTRICT
TRENDS IN BASIC SKILLS: PERCENTILE OF AVERAGE SCORES



GLOSSARY OF TERMS

New Students

An arithmetic average of district estimates of the percent of the student population new to the district in 1984-5, 1985-6, and 1986-7 was computed. District estimates were reported to the Department of Education in the fall of 1987.

Students Qualifying for Free and Reduced Lunch

The number of students who qualified for the federal government's free and reduced lunch program was obtained from the October forms of the "Claim for Reimbursement for the Federal School Lunch Program" which were submitted to the Department of Education. The percentage of students in the district who qualify was computed by dividing the number who qualified by enrollment.

The free and reduced lunch program is a voluntary program. While not all districts choose to participate in the program, the percent of students qualifying for free and reduced lunches is a generally accepted measure of poverty within a school district.

Average Teacher Salary

Individual salaries of teachers are reported by districts to the Department of Education in the fall of each year on the "Staff Accounting Report." The average is computed by the Department of Education.

Bilingual Students

The number of students who are determined by a district to be bilingual as required by Alaska State Regulations 4 AAC 34. was obtained from the "Language Assessment Reports" submitted to the Department of Education in November of each year. A percentage was computed by dividing the number of bilingual students by enrollment.

Special Education Students

The number of students who qualify for special education services was obtained from data which are provided on the "Annual Data Report" required by PL 94-142 and PL 89-313. They are submitted to the Department of Education by school districts each year. A percentage was computed by dividing the number of special education students by enrollment.

Teacher Ethnicity

The ethnic background of teachers was obtained from data reported by districts to the Department of Education in the fall of each year on the "Staff Accounting Report."

Graduation Requirements

The number of credits required by districts to be earned by students prior to their graduation was obtained from data which are reported by school districts annually to the Department of Education on the

"Curriculum, Instruction and Assessment Survey."

Enrollment

The number of full time equivalent students enrolled in school at the end of the school year was obtained from data which are reported on Form "E2" and submitted to the Department of Education by school districts on or before June 15 each year. All student percentages were computed using enrollment data.

Total Number of Teachers

The numbers of remedial specialists, head teachers, teachers and visiting teachers were obtained from data which are reported by districts to the Department of Education in the fall of each year on the "Staff Accounting Report." These numbers may include some teachers who are not teaching full time. These numbers may not include all recognized experts who are employed by many school districts to meet their unique instructional needs.

Years of Experience of Teachers

The number of years of experience was derived from data provided on the district salary schedule and reported by districts to the Department of Education in the fall of each year on the "Staff Accounting Report."